DOCUMENT RESUME

ED 179 428 SO 012 089

AUTHOR	Cole, Richard, Ed.
TITLE	Social Studies Curriculum Continuum. Grades K-8.
INSTITUTION	Portland Public Schools, Oreg. Area I Office.
PUB DATE	79
NOTE	157p.
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Basic Skills; Communication Skills; Content Reading; Economics; Elementary Secondary Education; Environmental Education; Geography; Group Relations; History; Interpersonal Competence; Map Skills; Political Science; Reading Skills; *Sequential Approach; *Skill Development; *Skills; *Social Studies

ABSTRACT

A series of charts relating social studies skills to components for grades kindergarten through eight is presented. The document is divided into three major sections: grades kindergarten through two, three through five, and six through eight. Nine categories and related components are listed within each section: (1) content components include setting and focuses; (2) individual skills focus on acquiring, organizing, communicating, and using information; (3) group skills require organizing, operating, and an understanding of democratic principles; (4) historical methods include chronology, cause and effect, and resource validity; (5) geographic methods are location, symbols, map making, and map and globe types and terms; (6) political understandings involve controls, citizenship, government, and the nation-state; (7) economic understandings; (8) social understandings include individuals and groups, cultures, societies, and cultural diversity; and (9) environmental understandings are physical geography, land use, and ecological concerns. Components within each category are further broken down according to specific skills for each grade level. This format portrays the progression of skill and knowledge growth from one grade to the next and allows teachers to see skills and concepts taught before and after their own grade levels. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED179428

SO 012 089

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Willard H.
Fletcher

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SOCIAL STUDIES
CURRICULUM CONTINUUM
GRADES K-8

AREA I

PORTLAND PUBLIC SCHOOLS

Willard Fletcher, Superintendent

Bernard Farrell, Administrator

Richard Cole, Project Director, Editor

Writing Committee

K-2 Linda Simington, Humboldt School
    Susan Yee, Bridlemile School

3-5 Ramona Alsman, Maplewood School
    Gayden Schorling, Stephenson School
    Sylvia Strubel, Peninsula School

6-8 Penny Hanselman, Astor School
    Judy Kenning, Markham School

INTRODUCTION

The subject of social studies is that body of content, materials, teaching techniques, and ways to group students for instruction that develops basic participatory skills, basic intellectual skills, democratic values, and personal growth, while increasing students' knowledge of concepts, generalizations, and facts about individuals, groups, and societies in either the present or the past.

PURPOSE

This continuum is intended to be a guide for teachers as they establish a set of basic expectations for Area I students. Skills and concepts are classified under major categories within the broad subject of social studies education. They are described grade by grade in a system of continuous growth. This format shows the progression of skill and knowledge growth from one grade to the next. Although the skills and knowledge are designated by grade level, this should not be interpreted as an iron-clad system. It should be understood that teachers will adjust expectations to match their students' individual levels of development.

This continuum should in no way restrict the teachers to the knowledge, concepts, and skills mentioned. It is meant to be a base, a guideline, which each teacher will extend for his/her own students as needed. Hopefully, this information will greatly aid teachers in trying to meet the individual needs of their students.

ORGANIZATION

This notebook format has been chosen to stress the progression of learning from one grade to the next. Grade designation of skills and knowledge means that they would generally be introduced to all students in that grade. Teachers in some instances should choose learning outcomes from earlier grades in order to compensate for certain students or classes. In addition, there should be ongoing reinforcement and maintenance of those learning outcomes taught in previous years.

This sytem of organization allows teachers to see the skills and concepts ordinarily taught at their own grade level as well as those taught before and after.

TERMS

Reinforce: The term reinforce means that the skills and concepts presented in the previous grade should be reviewed and, where possible, extended to a higher level of application.

NOTE

Unlike the Mathematics and Language Arts Curriculum Continuums, this document does not use the asterisk (*) to identify essential or basic grade level elements. However, it is expected that each teacher will develop a program that includes instruction from each category and component.

SOCIAL STUDIES
INDEX OF CATEGORIES AND COMPONENTS
Grades K-2

Category	Component
1. CONTENT	Setting Focuses
2. INDIVIDUAL SKILLS	Acquiring information Organizing information Communicating information Using information
3. GROUP SKILLS	Organizing/Operating Democratic principles
4. HISTORICAL METHODS	Chronology Cause and effect Resource validity
5. GEOGRAPHIC METHODS	Location Symbols Map and globe types Map making Map and globe terms
6. POLITICAL UNDERSTANDINGS	Controls Citizenship Government Nation state
7. ECONOMIC UNDERSTANDINGS	Concepts of economics
8. SOCIAL UNDERSTANDINGS	Individual/Group Societies/Cultures Cultural diversity
9. ENVIRONMENTAL UNDERSTANDINGS	Physical geography Land use Ecological concerns

SOCIAL STUDIES
Grades K-2

Category	Component
I. CONTENT	Setting
	Focuses

NOTE: The items in this "Content" category are not intended to be read as horizontal strands. Rather, each grade contains an independent set of content to be examined by students.

Category	Component	K	1	2
CONTENT	Setting	Living in groups, home and school	Living in groups, family, school, and neighborhood	Living in communities and groups
	Focuses	Examines ways people cooperate and share in families, at school, and in other groups	Examines geographic concepts related to school, home, and neighborhood	Examines geographic concepts related to communities and neighborhoods
		Examines the cultural meaning and traditions related to various holidays and seasons	Examines roles of people in families, at school, and in a neighborhood	Examines different types of communities in different places
		Examines various historical figures and their contributions to our culture	Examines different abilities of individuals	Examines how people are affected by their environment
		Examines the contributions of various cultural and ethnic groups to American ways of living	Examines how people receive and give support to each other	Examines how behaviors affect other people and things
			Examines various ethnic and cultural groups and their contributions	Examines ways people cooperate to improve communities and groups
		Examines various means of transportation and housing, past and present	Examines how people grow and change	Examines various cultural and ethnic groups and their contributions
		Examines the responsibilities and rewards of working in groups	Examines how things change in the world around us	Examines how people and groups change
		Examines various kinds of workers and what they do	Examines how rules help people to get along together	Examines how rules and laws affect people and groups
			Examines the meaning of good citizenship	Examines the rights and responsibilities of people and groups
			Examines how people make choices and meet needs	Examines how people make decisions and act to solve problems

Category	Component	K	1	2
CONTENT (cont.)	Focuses (cont.)			Examines how groups organize and work with leaders to achieve goals Examines the various kinds of work people do to help communities and groups Examines how people meet their needs in communities and groups

SOCIAL STUDIES
Grades K-2

Category	Component
2. INDIVIDUAL SKILLS	Acquiring information Observing Listening Using resources Organizing information Recording Classifying Representing Communicating information Using information Interpreting Inferring/Generalizing Predicting/Hypothesizing Analyzing Evaluating

Category	Component	K	1	2
INDIVIDUAL SKILLS	Acquiring information			
	Observing	Understands that one can get information by observing people, places, and events	Uses observation of people, places, and events to gather information	Reinforce
		Observes similarities and differences in people, places, and events	Describes similarities and differences observed in places, people, and events	Reinforce
	Listening	Uses listening to gather information	Reinforce	Reinforce
			Identifies and restates details heard	Reinforce
			Recognizes the topic of a spoken presentation	Identifies the main idea from among details in a spoken presentation
	Using resources	Also see GEOGRAPHIC METHODS and HISTORICAL METHODS		
		Obtains information from pictures and words e.g., books, magazines, photographs	Obtains specific information from printed sources e.g., books, pictures, charts, maps, globes, graphs	Reinforce
				Recognizes and uses various parts of books as aids to finding information e.g., title, table of contents, index
		Obtains information from audiovisual resources e.g., film, filmstrip, recording, television	Obtains specific information from audiovisual resources e.g., film, filmstrip, recordings, radio, television	Reinforce

Category	Component	K	1	2
INDIVIDUAL SKILLS (cont.)	Acquiring information (cont.)			
	Using resources (cont.)		Recognizes a variety of information resources in and out of school e.g., neighbors, workers, libraries, family	Uses the community as a source of information e.g., library, businesses, workers, neighbors, family
		Obtains information from personal experiences	Obtains specific information from personal experiences e.g., field trips, previous trips, or activities	Reinforce
			Obtains information from original research e.g., asks questions of family and/or school people	Knows and uses instruments used to obtain information from original research e.g., questionnaire, check list, poll
	Organizing information			
	Recording	Makes pictorial representation of an object or idea	Reinforce	Reinforce
		Uses descriptive words to explain an object or experience	Writes titles or labels for pictures or objects	Reinforce
			Writes words or phrases that describe a picture or illustration	Reinforce
			Uses simple sentences to describe an object, experience, or interview	Writes simple sentence description of an object, experience or interview
				Copies teacher summaries of student observations

Category	Component	K	1	2
INDIVIDUAL SKILLS (cont.)	Organizing information (cont.)			
	Recording (cont.)	Identifies special characteristics of people and places	Reinforce	Reinforce
		Identifies similarities and differences among people, places, things	Reinforce	Reinforce
			Groups people, places, and/or objects by one or two shared characteristics (attributes)	Groups people, places, objects, and/or events on some logical basis e.g., historical time, geographical place
	Representing	Also see GEOGRAPHIC METHODS, Map making		
		Draws pictures to represent information	Reinforce	Reinforce
		Constructs pictographs to represent objects, places, situations, and ideas	Reinforce	Constructs bar and circle graphs to represent information
			Constructs three-dimensional models to represent people, places, events, and situations	Reinforce
	Communicating information	Describes events, people, or people shown in pictures and drawings	Reinforce	Reports on and describes things of interest
		Uses drawings to communicate information	Uses drawings and pictures to communicate information	Constructs and uses pictures, graphs, and models to illustrate a report
		Communicates information through role-playing	Reinforce	Communicates information through role-playing and skits

Category	Component	K	1	2
INDIVIDUAL SKILLS (cont.)	Using information			
	Interpreting	Determines whether two ideas or bits of information are similar or different	Determines whether two ideas are related or unrelated	Reinforce
	Inferring/Generalizing	Infers the cause(s) of an action or event	Reinforce	Reinforce
	Predicting/Hypothesizing	Predicts what will happen to people or places in given situations	Predicts what might happen to a person or place if each of two different situations occurred e.g., too much rain/ too little rain	Reinforce
	Analyzing	Identifies parts of a whole thing	Reinforce	Reinforce
	Evaluating	Gives reasons for choices and decisions	Reinforce	Gives reasons why one item or idea is better than another

SOCIAL STUDIES
Grades K-2

Category	Component
3. GROUP SKILLS	Organizing/Operating Purpose Leadership Rules Rights Tasks Democratic principles

Category	Component	K	1	2
GROUP SKILLS	Organizing/ Operating Purpose	Recognizes that a group is a number of people with a common goal or activity	Reinforce	Recognizes that a group needs an agreed purpose
				Recognizes that each member of the group either helps set the goal(s) or purpose(s) of the group or accepts the already established goal(s) or purpose(s)
			Recognizes the purpose of a group in which they participate	Reinforce
	Leadership	Recognizes that a group needs a leader	Reinforce	Recognizes that a leader can help a group to function
				Participates in the selection of own group leader
	Rules	Recognizes the need to accept and follow the rules in a group	Reinforce	Reinforce
		Recognizes that groups need rules to work together well	Reinforce	Recognizes that group members can help make or change the rules of a group
				Helps establish group rules
	Rights	Recognizes the rights of individuals in a group	Understands that each individual in a group has similar rights	Reinforce

Category	Component	K	1	2
GROUP SKILLS (cont.)	Organizing/ Operating (cont.) Rights (cont.)	Respects the rights of other group members	Reinforce	Reinforce
	Tasks		Recognizes that group members have different tasks	Identifies different tasks in a group
			Recognizes the need to accept and perform assigned tasks in a group	Accepts and performs assigned tasks in a group
	Democratic principles		Recognizes that each person shares equally the responsibility for the group's success	Knows that each member of a group shares an equal responsibility for the group's success
			Recognizes that the group members each share the rewards of a group project	Reinforce
		Recognizes that group members take turns	Understands the benefits of waiting one's turn in a group	Reinforce
			Recognizes that each person needs to cooperate when working in a group	Recognizes that group work involves sharing equipment, ideas, and work
				Recognizes the need to express one's own opinion and to listen to the opinions of others
		Recognizes the importance of listening to leader and other group members	Listens attentively to others in the group	Reinforce
			Recognizes that each group member should work to the best of his or her ability	Reinforce

SOCIAL STUDIES
Grades K-2

Category	Component
4. HISTORICAL METHODS	Chronology Time Time relationships Sequence Cause and effect Resource validity Facts/Evidence

Category	Component	K	1	2
HISTORICAL METHODS	Chronology			
	Time	Recognizes that a clock or watch is used to tell time	Identifies hours of the day	Expresses clock-time relationships e.g., one-half hour before 12:00 one hour after school
		Names days of the week	Identifies the days of the week in order	Reinforce
			Identifies the months of the year	Identifies the months of the year in order
			Names the seasons of the year	Associates seasons of year with appropriate months
				Relates special events to a calendar date e.g., Washington's Birthday
				Uses calendar to determine the length of time between important dates
	Time relationships	Recognizes words that express time relationships e.g., before, after, then, now	Recognizes words that express time relationships e.g., always, sometimes, never, past, present, future	Knows words that express time relationships e.g., precede, follow
			Uses words to express time relationships e.g., before, after, then, now	Uses words to express time relationships e.g., always, sometimes, never, then, now, before, after, past, present, future

Category	Component	K	1	2
HISTORICAL METHODS (cont.)	Chronology (cont.)			
	Sequence	Recognizes sequence in personal experience e.g., daily school schedule, recurrence of weekends	Uses ordinal numbers to sequence personal experiences e.g., first, get up; second, get dressed; third, eat breakfast	Arranges events in proper sequence e.g., explorers first, pioneers second, city dwellers third
	Cause and effect	Recognizes that actions have one or more causes	Tells one or more causes of an action or event e.g., we wait at a corner because the light is red	Tells two or more causes for an action or event Recognizes that actions or events can happen at the same time or one after the other in sequence
	Resource validity			
	Facts/ Evidence	Recognizes the difference between stories about real events and people and made-up stories	Reinforce	Distinguishes between made-up stories and stories that accurately describe real events and people Recognizes the terms "fiction" and "nonfiction"

SOCIAL STUDIES
Grades K-2

Category	Component
5. GEOGRAPHIC METHODS	Location Direction Distance/Scale Symbols Map and globe types Map making Map and globe terms

Category	Component	K	1	2
GEOGRAPHIC METHOD	Location			
	Direction	Recognizes left, right, up, and down as indicators of directions	Uses the terms left, right, up, and down to correctly indicate direction	Indicates left as west and right as east on a map
				Identifies the North Pole as being north and up on a map or globe and the South Pole as being south or down on a map or globe
	Distance/ Scale	Uses the terms farther, nearer, above, and below to indicate relative position	Reinforce	Reinforce
			Places or moves objects correctly when instructed with the terms above, below, farther, nearer	Reinforce
		Uses small pictures to represent large objects	Recognizes that small symbols on a map represent large objects in the world e.g., city, river	Recognizes that a small map represents a large area on earth
	Symbols	Recognizes that pictures represent real things	Represents real objects with symbolic objects e.g., a block can represent a house or a line can represent a road	Reinforce
			Names the real objects that are symbolized on a simple map e.g., school, road, lake	Recognizes that map symbols may be pictorial, graphic, or color
				Interprets simple drawings or semi-pictorial symbols on maps as symbols of real objects

Category	Component	K	1	2
GEOGRAPHIC METHOD (cont.)	Symbols (cont.)	Identifies land and water colors on globes and maps	Reinforce	Reinforce
	Map and globe types	Recognizes the globe as a representation of the earth	Recognizes that both a globe and the earth are spheres	Knows that a globe is the most accurate representation of the earth
			Recognizes that maps represent the whole earth or parts of the earth	Reinforce
		Recognizes that a drawing of a room floor plan is a map-like representation of the room	Recognizes that a drawing of a room or neighborhood is a map-like representation	Reinforce
			Identifies the outline of continents, countries, and states on a globe or map	Uses simple maps to identify boundaries and locations of continents, countries, or states
	Map making		Makes map-like representations of familiar places	Reinforce
				Draws a linear map of the route between school and home
				Draws a map-like representation of neighborhood
				Constructs a simple map key
	Map and globe terms	Identifies the map or globe representations of the following spoken terms: globe, land, map, ocean, water	Identifies the map or globe representation of the following spoken terms: lake, river	Identifies the map or globe representation of the following terms: boundary, city, state, earth, map symbols, mountain, North Pole, shore, South Pole, sphere, continent

Category	Component	K	1	2
GEOGRAPHIC METHOD (cont.)	Map and globe terms (cont.)		Correctly uses the terms: map, globe, land, water, ocean	Correctly uses the terms: continent, country, east, lake, north, river, south, state, west Explains and gives examples of the terms: map, globe, land, water, ocean

SOCIAL STUDIES
Grades K-2

Category	Component
6. POLITICAL UNDERSTANDINGS	Controls Rules/Laws Leaders/Authority Citizenship Government Nation state

Category	Component	K	1	2
POLITICAL UNDERSTANDINGS	Controls			
	Rules/Laws		Recognizes a rule to be a statement that tells how to do something	Reinforce
		Recognizes how rules place limits on behavior	Recognizes that rules prohibit certain behaviors and permit others	Reinforce
		Recognizes that rules sometimes make us do things we may not want to do e.g., wait in line	Reinforce	Reinforce
				Knows that every group has rules to help control the behavior of the group members
		Recognizes the need for rules at home and school	Reinforce	Knows how rules protect people and help people work and play together safely
			Recognizes that rules help people live and work together	Knows how rules help people end arguments e.g., game rules
				Recognizes that people can help make or change rules
		Recognizes that people in authority enforce rules e.g., teacher, parent	Reinforce	Reinforce
			Knows that people who break rules may be punished	Reinforce
	Leaders/ Authority	Names people who have authority to make decisions for others e.g., parent, teacher, police	Reinforce	Describes ways leaders enforce rules and help people work and play togehter

Category	Component	K	1	2
POLITICAL UNDERSTANDINGS (cont.)	Controls (cont.) Leaders/Authority (cont.)	Recognizes that leaders make decisions for other people	Reinforce	Recognizes that leaders have some kind of authority to make decisions for others
			Recognizes that leaders are responsible to make reasonable decisions	Reinforce
			Recognizes that leaders who make poor decisions may be replaced	Reinforce
		Recognizes that every group has both leaders and followers	Reinforce	Reinforce
			Recognizes characteristics of good leader	Reinforce
	Citizenship	Recognizes that group members benefit from the group	Reinforce	Uses the term "citizen" to mean a member of a group with benefits and rights and with responsibilities and duties
		Recognizes that group members support and help the group	Recognizes that individuals are members of and loyal to different groups	Reinforce
				Uses the term "rights" to mean actions that cannot be prohibited to group members
				Identifies how individual's rights and responsibilities are different in different groups e.g., school, family, neighborhood

Category	Component	K	1	2
POLITICAL UNDERSTANDINGS (cont.)	Citizenship (cont.)		Recognizes that a good citizen takes responsibility for his/her own actions e.g., willingly follows rules	Uses the term "responsibility" to mean things we must do because we are group members
			Identifies how a good citizen helps make rules	Reinforce
	Government	Recognizes that every group and organization has rule-makers	Reinforce	Recognizes that every community has a system of rule making and decision making (government)
		Recognizes that every group and organization has a way to make decisions	Reinforce	Compares various rule-making and decision-making groups (governing body) e.g., City Council, School Board, Congress
			Knows that any system of rule making and decision making is a kind of government	Reinforce
	Nation state			Recognizes that the earth is divided into many nations
		Recognizes that we live in the nation called the United States of America	Reinforce	Recognizes that people are citizens of one nation or another
		Recognizes that laws, leaders, and flag are part of a nation	Reinforce	Reinforce
		Recognizes that national holidays are celebrated by the people of a nation	Reinforce	Recognizes that national holidays are celebrated by every nation

SOCIAL STUDIES
Grades K-2

Category	Component
7. ECONOMIC UNDERSTANDINGS	Concepts of economics Factors of production Goods/Services Specialization Income Scarcity Choices Money

Category	Component	K	1	2
ECONOMIC UNDERSTANDINGS	Concepts of economics			
	Factors of production	Recognizes that the things people eat, wear, and use are produced by workers	Reinforce	Reinforce
		Recognizes that workers use tools, equipment, and buildings to make things	Reinforce	Recognizes that workers use tools, equipment, buildings, and resources in order to produce things
	Goods/ Services	Recognizes that families need and want many different products	Describes a variety of goods (products) needed and wanted by a family	Uses the term "goods" to mean things people need and want
			Recognizes that some workers do not provide a product but do services for others e.g., repair, maintain, entertain	Uses the term "services" to mean useful work done to assist others e.g., repair, maintain, instruct
	Specialization	Recognizes that often workers cooperate to get a job done e.g., various school workers, jobs at home	Identifies workers who cooperate to get jobs done	Recognizes that many individual tasks needed to produce something can be done by different workers e.g., production line
	Income	Recognizes that people work to earn money which is exchanged for things they want or need	Reinforce	Reinforce
	Scarcity	Recognizes that people have things that they need and things that they want	Reinforce	Reinforce
		Recognizes that people usually want more than they can have	Reinforce	Knows that no individual or group has every want satisfied

Category	Component	K	1	2
ECONOMIC UNDERSTANDINGS (cont.)	Concepts of economics (cont.)			
	Choices	Recognizes that each person and family must make choices among the things they want	Reinforce	Reinforce
	Money		Recognizes that money can be spent or saved	Reinforce

SOCIAL STUDIES
Grades K-2

Category	Component
8. SOCIAL UNDERSTANDINGS	Individual/Group
	Self/Others
	Interaction
	Norms/Roles
	Conflict
	Societies/Cultures
	Customs/Traditions
	Institutions
	Change
	Cultural diversity

Category	Component	K	1	2
SOCIAL UNDERSTANDINGS	Individual/ Group			
	Self/ Others	Recognizes that every person is important and unique	Reinforce	Reinforce
				Recognizes ways people change as they grow older e.g., physical, intellectual
		Recognizes that all people have personal characteristics e.g., height, weight, name, body parts	Recognizes that every individual must have food, clothing, shelter, and love in order to survive	Recognizes that people are alike in many ways e.g., needs, language, rights
		Recognizes that individuals often need to express emotions e.g., anger, affection	Knows that it is natural for people to express emotions	Reinforce
	Interaction	Knows ways people cooperate and work together in groups	Reinforce	Uses the word "group" to mean people that cooperate or work together e.g., team, family, club
		Identifies family members	Recognizes that there are different kinds of family groups e.g., two-parent, one-parent	Reinforce
		Describes ways people in families help each other meet basic needs	Knows ways each person depends upon other people or groups to meet needs e.g., adults, other children, families	Knows and explains ways people in a community depend on groups and other individuals
		Recognizes that everyone belongs to more than one group e.g., family, team, class, church	Reinforce	Reinforce

Category	Component	K	1	2
SOCIAL UNDERSTANDINGS (cont.)	Individual/ Group (cont.)			
	Interaction (cont.)	Recognizes similarities in groups around the world	Reinforce	Identifies similarities in groups around the world e.g., play groups, families, classes
	Norms/ Roles	Recognizes ways family members and friends influence the behavior of others	Recognizes ways families, friends, neighbors, and group members influence behaviors	Knows that members of groups are expected to follow group rules
	Conflict	Knows that members of groups sometimes disagree	Knows that people in groups sometimes have different ideas which may cause problems	Reinforce Knows some socially accepted ways to resolve conflict e.g., compromise, share
	Societies/ Cultures			
	Customs/ Traditions	Recognizes that people celebrate holidays today much the same as in the past	Reinforce Recognizes that children in different parts of the world learn different ways of living	Recognizes that every society has celebrations and holidays
	Institutions	Recognizes that small children learn from parents and family	Reinforce	Knows that as children grow, organizations in the community help families to teach them e.g., school, church, clubs

Category	Component	1	1	2
SOCIAL UNDER-STANDINGS (cont.)	Societies/ Cultures (cont.) Change			Knows that communities change when new discoveries and inventions are introduced e.g., cars, electricity
	Cultural diversity	Knows that people from almost every place in the world live in our country	Reinforce	Reinforce
			Knows that people from different countries learn different ways of living e.g., language, laws, food, beliefs	Reinforce
		Identifies holidays and celebrations that began in other countries	Reinforce	Recognizes the ideas and ways of living brought to the U.S.A. by various national and ethnic groups e.g., food, stories, clothing, holidays
		Recognizes and gives examples of ways individual minority group members have contributed to improving life in the U.S.A.	Reinforce	Reinforce

SOCIAL STUDIES
Grades K-2

Category	Component
9. ENVIRONMENTAL UNDERSTANDINGS	Physical geography Physical features Climate Resources
	Land use Change Settlement Transportation/Communication
	Ecological concerns Conservation Pollution

Category	Component	K	1	2
ENVIRONMENTAL UNDERSTANDINGS	Physical geography	Also, see: GEOGRAPHIC METHODS, Terms		
	Physical features	Recognizes and names familiar mountains	Recognizes mountains, hills, and valleys	Identifies mountains, hills, valleys, islands, continents
			Recognizes and names familiar rivers e.g., Willamette, Columbia	Identifies rivers, lakes, streams, oceans
			Recognizes differences in homes that are related to physical features of the place	Reinforce
	Climate	Recognizes changes related to the four seasons e.g., weather	Recognizes weather patterns associated with seasons of the year	Reinforce
			Uses words associated with weather e.g., hot, cold, rain, snow	Reinforce
				Uses the term "weather" to mean the day-to-day conditions related to rain, snow, sunshine, temperature, and wind
			Recognizes how people react to different types of weather	Reinforce
			Recognizes the effect of seasonal changes on living things	Reinforce

Category	Component	K	1	2
ENVIRONMENTAL UNDERSTANDINGS (cont.)	Physical geography (cont.)			
	Resources	Identifies various uses of water, trees, and land	Recognizes that natural resources are things found in nature for which people have found uses e.g., trees, water, land	Reinforce Recognizes that some natural resources cannot be replaced
	Land use			
	Change	Recognizes ways that human activities change the land	Knows and gives examples of ways people have changed the land in the neighborhood	Knows that people change the land to suit their purposes e.g., roads, dams, buildings
	Settlement	Recognizes that a neighborhood is made up of people, land, and buildings	Reinforce	Knows that neighborhoods are composed of people, land, and buildings
		Knows that people build buildings for work, play, and living	Identifies the purpose of buildings with the type of buildings found in a neighborhood	Knows that cities are made of several different kinds of neighborhoods
	Transportation/ Communication	Recognizes various kinds of land, water, and air transportation	Recognizes and describes the purposes of various kinds of transportation e.g., car, truck, train, ship, airplane	Recognizes special purposes related to various vehicles e.g., fire truck, bus, ambulance

Category	Component	K	1	2
ENVIRONMENTAL UNDERSTANDINGS (cont.)	Land use (cont.)			
	Transportation/ Communication (cont.)	Recognizes various types of communication systems e.g., telephone, radio, magazine	Recognizes and describes ways people communicate with each other e.g., talking, phone, television, radio	Recognizes that various modes of communication are used for transmitting information and for entertainment e.g., newspaper, book, radio, TV, film
	Ecological concerns			
	Conservation	Describes the need to protect the environment	Reinforce	Reinforce
		Knows that people should not waste resources e.g., energy, water, trees	Describes various ways of conserving energy e.g., car pooling, recycling	Reinforce
	Pollution	Recognizes the term "pollution" to mean things and substances harmful to the environment	Reinforce	Reinforce
				Recognizes some of the effects of pollution on air, water, and land
		Recognizes some causes and effects of air and water pollution e.g., smoke, fumes, chemical	Reinforce	Reinforce

SOCIAL STUDIES
INDEX OF CATEGORIES AND COMPONENTS
Grades 3-5

Category	Component
1. CONTENT	Setting Focuses
2. INDIVIDUAL SKILLS	Acquiring information Organizing information Communicating information Using information
3. GROUP SKILLS	Organizing/Operating Democratic principles
4. HISTORICAL METHODS	Chronology Cause and effect Resource validity
5. GEOGRAPHIC METHODS	Location Symbols Map and globe types Projections Map making Map and globe terms
6. POLITICAL UNDERSTANDINGS	Controls Citizenship Government Nation state
7. ECONOMIC UNDERSTANDINGS	Concepts of economics Economics in history
8. SOCIAL UNDERSTANDINGS	Individual/Group Societies/Cultures Cultural diversity
9. ENVIRONMENTAL UNDERSTANDINGS	Physical geography Land use Ecological concerns

SOCIAL STUDIES
Grades 3-5

Category	Component
I. CONTENT	Setting Focuses

NOTE: The items in this "Content" category are not intended to be read as horizontal strands. Rather, each grade contains an independent set of content to be examined by students.

Category	Component	3	4	5
CONTENT	Setting	Living in cities and communities, past and present	Living in regions and communities, past and present	The development of the United States as a nation
	Focuses	Examines geographic concepts related to communities and cities	Examines geographic concepts related to various regions	Examines the geography of the U.S.A. and its relationship to national development
		Examines cities and communities, near and far	Examines regional differences regarding land forms and climates	Examines the various geographical regions in the U.S.A. and their effects on human activity, past and present
		Examines ways the forces of nature affect human behavior in cities	Examines ways people adapt and adjust to their regional environment	Examines European exploration and settlement of the U.S.A.
		Examines how cities and the communities surrounding cities are interdependent	Examines settlement patterns in various regions	Examines colonial societies and their adaptation to the New World
		Examines how cities grow and change as time passes	Examines how the cultures of regions develop and change	Examines problems and events leading to independence
		Examines ways the geographic location of cities and communities affects human activities	Examines ways a variety of cultural and racial groups can enrich a region	Examines the development of our system of national and state governments
		Examines how families live and work together in communities and cities, past and present	Examines the use of natural resources in the past, present, and future	Examines major events in expansion to the present borders of the U.S.A.
		Examines various cultural groups and how they benefit cities and communities	Examines how land use changes throughout history	Examines major leaders, past and present, and their influences on our development
		Examines customs and traditions of various cultural and ethnic groups	Examines the development of a region's transportation systems	Examines political, social, economic, and technical changes (revolutions) and their impact on the development of the U.S.A.

Category	Component	3	4	5
CONTENT (cont.)	Focuses (cont.)	Examines how people have different abilities and desires and how these differences can be helpful to the community	Examines ways people develop a region's economy	Examines the contributions of each cultural and ethnic group to our way of living
		Examines ways people and groups in cities meet their social and economic needs		
		Examines how rules and laws help people to live together in cities and communities	Examines the ways people of a region are interdependent	Examines each cultural and ethnic group which immigrated and helped develop our society
		Examines how city governments are organized to make decisions and solve problems		Examines the need for protecting our environment and efforts for conserving national resources and cultural heritage
		Examines the variety of opportunities for work and recreation in a city		

SOCIAL STUDIES
Grades 3-5

Category	Component
2. INDIVIDUAL SKILLS	Acquiring information Observing Listening Using resources
	Organizing information Recording Classifying Representing
	Communicating information
	Using information Interpreting Inferring/Generalizing Predicting/Hypothesizing Analyzing Synthesizing Evaluating

Category	Component	3	4	5
INDIVIDUAL SKILLS	Acquiring information			
	Observing	Uses observation to gather information about objects, places, people, and events	Reinforce	Reinforce
		Recognizes the value of careful observation when gathering information	Recognizes the need for accurate repeated observations necessary for valid conclusions	Recognizes factors that affect the accuracy and objectivity of observations e.g., noting detail, multiple observations, use of standards for comparison, patience
	Listening	Uses listening to gather information from various auditory sounds e.g., speech, conversation, film, radio, records	Reinforce	Reinforce
		Paraphrases a spoken message	Summarizes the content of a spoken presentation	Reinforce
		Identifies the main idea and supporting details in a spoken presentation	Reinforce	Reinforce
	Using resources	Also see GEOGRAPHIC METHODS and HISTORICAL METHODS		
		Recognizes and uses a variety of printed materials as sources of information e.g., narrative (books, periodicals), charts, maps, globes, graphs, and tables	Reinforce	Reinforce

Category	Component	3	4	5
INDIVIDUAL SKILLS (cont.)	Acquiring information (cont.)			
	Using resources (cont.)	Uses various parts of books as aids to finding information e.g., title page, table of contents, index, glossary	Reinforce	Reinforce
		Locates specific information in newspapers and periodicals e.g., headlines, index, pictures	Reinforce	Reinforce
		Uses library as a resource	Reinforce	Reinforce
			Uses various resource publications for specific information e.g., encyclopedias, atlases, dictionaries	Uses various resource publications for specific information e.g., specialty periodicals and journals, almanacs, atlases, books or records, Who's Who, encyclopedia
		Uses skimming techniques to locate specific information within a selection	Reinforce	Reinforce
		Recognizes and uses audiovisuals as sources of specific information e.g., film, filmstrip, recording, radio, television	Reinforce	Reinforce
		Uses community as a resource e.g., museum, businesses, workers, family, friends	Reinforce	Uses community resources to obtain information e.g., neighborhood and downtown business and industrial districts, museums, court, and government buildings

Category	Component	3	4	5
INDIVIDUAL SKILLS (cont.)	Acquiring information (cont.)			
	Using resources (cont.)	Obtains specific information from personal experience e.g., field trips, previous trips and activities	Reinforce	Reinforce
		Uses various instruments to obtain information from original research on specific questions e.g., checklist, poll	Reinforce	Develops and uses research instruments to obtain specific information e.g., questionnaire, poll, checklist
	Organizing information			
	Recording	Records several key words and phrases that represent interesting facts about topics or people e.g., George Washington, general, plantation owner, first President, surveyor	Identifies and lists major ideas and supporting detail from a written selection	Identifies and records in list or outline form main ideas and supporting detail from written sources
		Notes specific information taken from maps, graphs, charts	Takes notes from books, films, maps, charts, and other sources of information	Reinforce
		Records observations in a list or outline	Summarizes in a limited number of words the major ideas in a longer narrative or verbal presentation	Reinforce
	Classifying	Describes similarities and differences among people, places, objects, and/or events	Reinforce	Reinforce

Category	Component	3	4	5
INDIVIDUAL SKILLS (cont.)	Organizing information (cont.)			
	Classifying (cont.)	Groups people, places, objects, and/or events by some logical relationship e.g., historical time, geographical place	Explains how people, places, objects, and/or events are logically related	Reinforce
				Organizes recorded data into meaningful categories e.g., data retrieval charts
			Recognizes conventional classification systems and relates them to social studies information e.g., outline, time line	Places recorded data into conventional classification systems e.g., outline, time line
	Representing	Also see GEOGRAPHIC METHODS, Map making		
		Pictorially represents information	Reinforce	Reinforce
		Constructs bar and circle graphs	Reinforce	Reinforce
		Constructs three-dimensional models to represent information	Reinforce	Creates mixed media representations of data e.g., time line, narrative, maps, graphs, tables, charts, pictures
	Communicating information	Communicates information using oral and written reports including illustrations e.g., pictures, graphs, models	Communicates information through oral and written reports including illustrations	Develops and presents formal reports that include a variety of illustrative materials e.g., narrative, chart, graph, map, pictures, time line, model

Category	Component	3	4	5
INDIVIDUAL SKILLS (cont.)	Communicating information (cont.)	Reports items from various sources that relate to social studies topics	Develops a short report on a single topic, person, event from previously recorded and illustrated information	Reinforce
		Constructs and uses pictures, graphs, and models to illustrate reports and descriptions	Develops and uses a variety of representations of information with reports e.g., narrative, chart, graph, map, pictures, time line, model	Develops a bulletin board presentation of information including a variety of forms of communication e.g., narrative, graph, map, picture
		Communicates information through role-playing, skits, plays, and group reports	Reinforce	Reinforce
	Using information			
	Interpreting	Determines whether two ideas or items of information are similar/different, related/unrelated	Reinforce	Determines whether two ideas or items of information are similar or different, related or unrelated, contradictory or confirming
			Identifies one or more logical implications that follow from an event	Reinforce
				Presents evidence from various sources to support or refute a generalization
	Inferring/Generalizing	Infers the causes of differences between events or places e.g., Portland vs. Salem	Reinforce	Reinforce
			States relationships among situations, events, data	Reinforce

Category	Component	3	4	5
INDIVIDUAL SKILLS (cont.)	Using information (cont.)			
	Inferring/Generalizing (cont.)			Makes tentative generalizations from supporting information
			Gathers factual data to support inferences	Supports generalization with data
	Predicting/Hypothesizing			Recognizes that a hypothesis is an "if-then" statement that explains or predicts an occurrence
		Predicts what will happen to a person, place, or object when changes are made in the environment e.g., climate change, new discoveries	Reinforce	Makes logical predictions based on experience, observation, history
			Recognizes that predictions improve with accuracy of information	Reinforce
	Analyzing	Identifies relationships among ideas	Reinforce	Distinguishes a conclusion from the statements that support it
	Evaluating	Gives reasons for choices and decisions	Reinforce	Reinforce

SOCIAL STUDIES
Grades 3-5

Category	Component
3. GROUP SKILLS	Organizing/Operating Purpose Leadership Rules Rights Tasks
	Democratic principles

Category	Component	3	4	5
GROUP SKILLS	Organizing/ Operating			
	Purpose	Knows that a group is a number of people with a common goal or purpose	Reinforce	Understands that a group must have goals that are related to a task or a problem that needs solution
			Recognizes that a group usually will not exist without goals that are understood by the members	Reinforce
		Helps set goal(s) and purpose(s) or accepts already established goal(s) and purpose(s)	Understands various ways a group can determine its goal(s) and purpose(s) e.g., vote, poll, consensus	Reinforce
		Identifies the purpose of a group in which they participate	Participates in determining the goals of a group e.g., project, report	Reinforce
		Recognizes that each member of a group is partly responsible for setting the goal(s) and purpose(s) of the group	Reinforce	Accepts responsibility for the goal(s) or purpose(s) of own group
		Recognizes that members come into conflict when they disagree on the goals of the group	Knows that members come into conflict when they disagree on the goals of the group	Reinforce
				Recognizes that groups usually stop being groups after the goal(s) or purpose(s) are accomplished
		Understands that group size is related to the group's purpose(s) and goal(s)	Reinforce	Reinforce

Category	Component	3	4	5
GROUP SKILLS (cont.)	Organizing/ Operating (cont.)			
	Leadership	Recognizes that leaders are responsible for helping the group to function	Describes roles and responsibilities of a leader e.g., assist group members, solve problems, speak for the group	Reinforce
				Knows that a leader must have some authority
		Participates in the selection of own group leader	Reinforce	Reinforce
		Recognizes that a leader must be accepted by the group	Reinforce	Reinforce
			Knows the responsibility of group members to the leader	Participates in groups as leader and as group member
	Rules	Knows the need to accept and follow the rules of the group	Reinforce	Accepts and follows reasonable group rules
		Knows that group can make or change the rules by cooperating with the leader and/or other group members	Reinforce	Reinforce
		Participates in establishing group rules	Makes or changes group rules by cooperating with other members and the leader	Reinforce
		Knows that individuals are more willing to follow rules they help make than those they have not helped make	Reinforce	Reinforce
	Rights	Understands that each individual group member has similar rights	Reinforce	Reinforce

Category	Component	3	4	5
GROUP SKILLS (cont.)	Organizing/ Operating (cont.)			
	Rights (cont.)	Respects the rights of other group members	Reinforce	Reinforce
	Tasks	Recognizes the need to break the group task into separate tasks for each group member e.g., committee	Reinforce	Breaks the overall task of the group into separate tasks for each group member
		Accepts and performs assigned tasks in a group	Accepts and completes assigned tasks	Reinforce
		Recognizes the need for setting time limits on assigned tasks	Reinforce	Sets reasonable time lines for assigned tasks
			Recognizes minimum standards for assigned tasks	Reinforce
	Democratic principles	Accepts a personal share of responsibility for the success of his or her own group	Reinforce	Reinforce
		Demonstrates cooperation with group members in a variety of ways e.g., take turns and share resources, ideas, and work	Recognizes and accepts a responsibility to contribute and participate in group dissions	Reinforce
		Expresses opinions and listens to opinions of others	Reinforce	Reinforce

Category	Component	3	4	5
GROUP SKILLS (cont.)	Democratic principles (cont.)	Understands and accepts responsibility to keep the group working and discussing the group's task	Understands the topic of a group discussion and stays on it	Reinforce
		Recognizes and accepts responsibility to work to the best of his or her responsibility	Reinforce	Reinforce
		Stays on task while working with a group	Reinforce	Reinforce
		Understands the importance of having each group member contribute to decisions made	Recognizes the need for rules for group decision making	Understands and demonstrates processes of democratic decision making e.g., open debate, equal voice
				Recognizes and complies with decision-making rules
		Recognizes the importance of accepting a group decision	Reinforce	Knows that acceptance of a group decision is a democratic principle
			Recognizes that problems are caused when members do not fulfill their responsibilities to the group	Reinforce
		Recognizes socially accepted ways to resolve conflict e.g., compromise, ruling by authority	Knows and uses socially accepted methods to resolve conflict in groups e.g., compromise, arbitration, ruling by authority	Reinforce

SOCIAL STUDIES
Grades 3-5

Category	Component
4. HISTORICAL METHODS	Chronology Time Time relationships Sequence Cause and effect Resource validity Facts/Evidence Author bias

Category	Component	3	4	5
HISTORICAL METHODS	Chronology			
	Time	Identifies the days of the week and months of the year in order		
				Knows the meaning of A.D. and B.C.
		Uses calendar to determine the length of time between important dates	Calculates periods of time in years and decades	Reinforce
		Recognizes historical units of time e.g., year, decade	Describes and uses historical units of time e.g., year, decade, century	Reinforce
	Time relationships	Knows words expressing time relationships e.g., precede, succeed	Reinforce	Reinforce
		Uses words to express time relationships e.g., precede, follow	Uses words to express time relationships e.g., precede, succeed	Reinforce
		Explains relationships expressed by words e.g., always, sometimes, never, then, now, before, after, past, present, future	Explains relationships expressed by words e.g., precede, follow, always, sometimes, never	Explains relationships expressed by words e.g., precede, succeed
	Sequence	Arranges events in proper sequence e.g., personal events, historical events	Arranges events chronologically on a simple time line	Constructs a time line showing a historical theme e.g., changes in technology (1600-1970)
			Recognizes history as a record of past events	Knows history as a record of events, movements, and people throughout time

Category	Component	3	4	5
HISTORICAL METHODS (cont.)	Chronology (cont.) Sequence (cont.)			Recognizes the chronological concept of history
	Cause and effect	Knows that all actions and events are caused	Reinforce	Reinforce
		Knows that most actions and events have more than one cause	Relates several causes for an event or action e.g., explorers went out for the purposes of making maps, obtaining wealth, finding new places, and gaining new territory	Uses the term "multiple-causation" to mean many causes for an action or event
			Uses the term "cause" to mean that which made some action or event happen	Reinforce
			Uses the term "effect" to mean an action or event that is caused	Reinforce
				Knows that there can be more than one effect from a single cause e.g., the invention of the cotton gin caused increased profit from cotton, caused cotton farming to spread westward, and caused attempts to take slavery into new territories
		Recognizes the relationships between cause and effect in actions or events	Reinforce	Describes events in terms of cause and effect

Category	Component	3	4	5
HISTORICAL METHODS (cont.)	Resource validity			
	Facts/ Evidence	Uses the term "nonfiction" to mean stories, articles, and other descriptions that accurately represent real events and people	Reinforce	Reinforce
		Uses the term "fiction" to mean stories, articles, and other descriptions that are not true representations of events and people	Reinforce	Reinforce
			Recognizes that facts are accurate and truthful descriptions of real events or people	Understands the meaning of the term "fact" as an accurate and truthful description that can be verified by evidence
			Recognizes that factual evidence is necessary to assure the truthfulness of a statement	Knows various forms of evidence used by historians and social scientists e.g., eyewitness reports, original documents, photographs, charts, maps
			Recognizes that statements of opinion are personal interpretations of information about real events or people, not always supported by factual evidence	Distinguishes between statements of opinion and statements of fact
				Recognizes that all historical evidence includes some level of opinion and interpretation by an earlier observer

Category	Component	3	4	5
HISTORICAL METHODS (cont.)	Resource validity (cont.)			
	Facts/ Evidence (cont.)			Recognizes that historians and social scientists will never locate all the information about an event
	Author bias	Recognizes that different people who see the same event will describe the event differently	Knows that people will describe the same event differently because of differences in personal background, training, and point of view	Reinforce
			Knows that people have different opinions about events or people because of differences in what they think is important (values)	Reinforce
				Recognizes that different social scientists and historians will describe events and people differently because of different information sources, personal values, training, and point of view

SOCIAL STUDIES
Grades 3-5

Category	Component
5. GEOGRAPHIC METHODS	Location
	Direction
	Distance/Scale
	Grid system
	Symbols
	Map and globe types
	Projections
	Map making
	Map and globe terms

Category	Component	3	4	5
GEOGRAPHIC METHODS	Location			
	Direction	Identifies south, east, and west when facing north	Reinforce	Reinforce
		Relates north on a map or globe to sun position at noon and compass position	Relates north to compass point, sun position, and North Star	Reinforce
		Relates cardinal directions (north, east, south, west) to North and South Poles on a map or globe	Identifies cardinal and intermediate directions	Uses cardinal and intermediate directions to describe the relative location of two points on a map or globe
		Recognizes north indicator on maps	Uses north indicator to orient the map	Orients maps to actual directions on the earth's surface using north indicator
		Recognizes how the four major hemispheres are related to the four cardinal directions e.g., east, west, north, south	Reinforce	Recognizes that a hemisphere results from dividing the earth or a globe into two equal halves e.g., great circle
				Recognizes that great circle routes appear as straight lines on a globe and usually appear as curved lines on a flat map
	Distance/ Scale	Recognizes that maps of different sizes can represent the same place in the environment	Knows that the scale of a map shows how much of the actual earth's surface is represented by a given measure e.g., 1" = 1 mile, 1 cm - 1 km	Reinforce

Category	Component	3	4	5
GEOGRAPHIC METHODS (cont.)	Location (cont.)			
	Distance/ Scale (cont.)	Associates the distance on a map to distance in the environment	Recognizes that maps are drawn to different scales e.g., 1 cm = 1 km/or/ 1' = 1 mile (large-scale maps) 1" = 1000 miles /or/ 1 cm = 1000 km (small-scale maps)	Understands that small-scale maps leave out many details and depict a large area of the world
				Understands that large-scale maps depict a small area of the earth's surface and show much detail
			Uses graphic scale to measure distance on maps e.g., 0 1 2 km	Uses (a) graphic and (b) equation scales to measure distances on maps (a) e.g., 0 1 km 2 km (b) 1 inch = 1 mile (or) 1 cm = 1 km
				Knows that map scales can be written as representative fractions e.g., $\frac{1}{63,360}$
			Knows that the elevation is the distance above and below sea level	Reinforce
	Grid system	Identifies: north-south and east-west grid lines on a globe or map	Recognizes that grid lines are named in degrees	Identifies the zero degree lines and numbering system for lines of latitude

Category	Component	3	4	5
GEOGRAPHIC METHODS (cont.)	Location (cont.)			
	Grid system (cont.)	Recognizes the equator as an east-west grid line on a map or globe	Recognizes east-west grid lines as lines of latitude	Uses the term "parallel" to mean a line of latitude
				Identifies the Arctic Circle and equator as parallels of latitude
			Recognizes the north-south grid lines as longitude	Recognizes a meridian as a line of longitude
				Locates a city or place when given latitude and longitude e.g., New Orleans is 30°N. 90°W.
				Identifies time zones in the United States and relates them to longitude
	Symbols	Identifies the legend or key as the place to find the meaning of map symbols	Reinforce	Reinforce
		Recognizes various types of map symbols such as pictorial, graphic, color	Reinforce	Reinforce
		Uses the legend or key to interpret map symbols	Reinforce	Reinforce
		Recognizes that color can represent various kinds of data on a map e.g., states, nations, land, water	Knows that color can represent various kinds of data e.g., plains, hills, mountains, rivers, lakes	Knows that color represents various kinds of data e.g., precipitation, height of land, depth of water

Category	Component	3	4	5
GEOGRAPHIC METHODS (cont.)	Symbols (cont.)	Identifies natural and man-made objects using map symbols and colors	Describes the features of a place from the symbolic information on maps e.g., Idaho is mountainous and has many rivers	Describes the features of a place from map symbols e.g., Illinois is mainly farmland, has a 5- to 7-month growing season, has 20-40 inches of annual precipitation
	Map and globe types	Understands that a globe is the most accurate representation of the earth	Reinforce	Reinforce
		Identifies similarities and differences between flat maps and globes	Knows that flat maps give a distorted representation of the earth	Reinforce
		Uses simple general reference maps to locate cities, states, nations, continents, mountains, and rivers	Knows that general reference maps show general information such as continents, countries, rivers, cities, other political features, and elevations	Describes major purposes of general reference maps
		Recognizes political features on a map e.g., cities, boundaries	Reinforce	Reinforce
		Recognizes physical features on a map e.g., mountains, lakes, rivers	Reinforce	Reinforce
			Uses general reference maps to obtain information	Uses general reference maps to obtain political and physical information about states and nations
			Recognizes that special purpose maps generally show only one kind of information about a region e.g., annual precipitation, land use	Understands and uses various special purpose maps e.g., precipitation, land use, population, growing season

Category	Component	3	4	5
GEOGRAPHIC METHODS (cont.)	Map and globe types (cont.)		Knows that maps on which different colors indicate various countries and states are called political maps	Reinforce
			Knows that maps which emphasize the roughness of the earth's surface are called physical or terrain maps	Reinforce
			Recognizes that graphic-relief maps combine color and picture-like quality to increase understanding of a place	Reinforce
	Projections			Uses the term "projection" to mean any drawing on a flat surface that shows a globe or a part of a globe
	Map making	Draws map-like representation of places of interest e.g., park, home, playground	Reinforce	Reinforce
			Constructs simple maps to scale e.g., classroom-scale 1/2" = 1 ft.	Reinforce
		Draws a map-like representation of a city	Draws selected political and physical information accurately on outline maps e.g., state, region, nation	Reinforce
		Constructs and uses a simple map key	Reinforce	Constructs and uses a map key and uses the symbols on a self-made or outline map

Category	Component	3	4	5
GEOGRAPHIC METHODS (cont.)	Map and globe terms	Understands the following terms: grid lines, hill, island, legend, map key, river, sea, river mouth and source, equator, coastline, cardinal direction, hemisphere	Understands the following terms: bay, elevation, latitude, longitude, plain	Understands the following terms: canal, cape, divide, elevation, equator, gulf, mesa, mountain range, meridian, parallel, plateau
		Correctly uses the terms: boundary, city, Earth, map symbols, mountain, North Pole, shore, South Pole, sphere	Correctly uses the terms: grid lines, hills, island, legend, map key, river, sea, river mouth and source, equator, coastline, cardinal direction, hemisphere	Correctly uses the terms: bay, elevation, latitude, longitude, plain
		Explains the meaning of: continent, country, east, lake, north, river, south, state, west	Explains the meaning of: boundary, city, Earth, map symbols, mountain, North Pole, shore, South Pole, sphere	Explains the meaning of: grid lines, hills, island, legend, map key, river, sea, river mouth and source, equator, coastline, cardinal direction, hemisphere
		Interprets common map abbreviations e.g., R. for River	Reinforce	

SOCIAL STUDIES
Grades 3-5

Category	Component
6. POLITICAL UNDERSTANDINGS	Controls Rules/Laws Leaders/Authority
	Citizenship
	Government
	Nation state

Category	Component	3	4	5
POLITICAL UNDERSTANDINGS	Controls			
	Rules/Laws	Uses the word rule to mean a statement that tells how to do something	Reinforce	Reinforce
		Uses the word law to mean a rule established by a government	Reinforce	Reinforce
		Knows that rules prohibit certain behaviors and permit others	Knows that rules and laws are forms of social controls	Reinforce
		Identifies how laws and rules sometimes compel people to do things against their will	Reinforce	Describes ways that rules and laws can compel people to do things against their desire
		Knows that rules and laws influence choices	Reinforce	Reinforce
		Knows that every community and state develops laws and rules to govern the conduct of its members	Knows that every society develops laws and rules to govern and protect its members	Reinforce
		Describes how people are protected by rules and laws	Reinforce	Describes how laws and the Constitution protect people
		Knows that rules and laws help settle conflicts and make interactions among people easier	Reinforce	Describes ways rules and laws help settle conflicts and make interactions easier among people
			Uses the term "lawmaker" to mean a person who makes laws	Knows that the constitutions of the nation and states are the basis of all our laws
		Knows that the people in a city choose (elect) leaders to make rules and laws	Reinforce	Knows that laws are made by elected representatives at the national, state, county, and city levels in a republic

Category	Component	3	4	5
POLITICAL UNDERSTANDINGS (cont.)	Controls (cont.)			
	Rules/Laws (cont.)	Describes how rules and laws can be changed	Reinforce	Reinforce
		Knows that laws and rules are enforced by people in positions of authority	Reinforce	Reinforce
		Identifies ways people who violate rules or laws may be punished	Reinforce	Reinforce
	Leaders/ Authority	Knows that leaders are people with authority to enforce rules and laws	Understands that leaders use their authority to see that the rules and norms of the group are followed	Reinforce
		Uses the term "authority" to mean the right and power to enforce rules and laws and make decisions	Reinforce	Reinforce
		Uses the term "power" to mean the ability to do or accomplish something	Reinforce	Reinforce
		Relates the meaning of authority and power to the role of a leader	Reinforce	Reinforce
			Knows the various sources of authority e.g., law, Constitution, custom	Reinforce
		Knows that all groups have leaders with some kind of authority to help the group take action together	Knows that in a representative democracy, people choose their own leaders	Reinforce
		Knows that leaders are responsible to someone or some group	Reinforce	Reinforce

Category	Component	3	4	5
POLITICAL UNDERSTANDINGS (cont.)	Controls (cont.) Leaders/ Authority (cont.)	Identifies leaders in various situations and/or groups	Reinforce	Reinforce
		Recognizes the benefits of having leaders with authority to make decisions e.g., security, order	Reinforce	Reinforce
		Describes characteristics of good leaders e.g., willingness to work, capable, responsible	Reinforce	Reinforce
			Knows reasons people want to be leaders e.g., to be helpful, to do good, for personal gain	Understands ways leaders can use authority e.g., settle arguments, distribute resources
				Recognizes that problems result when leaders exceed the limits of their authority
	Citizenship	Uses the term "citizen" to mean a person owing loyalty to and entitled to the protection of a county, city, town	Reinforce	Reinforce
			Knows that people are citizens of a nation because of being born in that nation	Reinforce
				Knows that some people become citizens of a nation by a process called naturalization

Category	Component	3	4	5
POLITICAL UNDERSTANDINGS (cont.)	Citizenship (cont.)	Uses the term "rights" to mean things that cannot be kept from citizens e.g., private property, personal religion	Reinforce	Reinforce
		Knows that rights and responsibilities are different in different countries	Reinforce	Knows that the rights of citizens are based on the beliefs and values of society
			Knows that the rights of citizens in the United States of America are defined in the Constitution	Knows that the United States Constitution guarantees citizens many rights e.g., freedom of speech and religion, private property, a fair trial
		Knows that the freedoms and rights of one person should not violate the freedom and rights of others	Reinforce	Reinforce
				Knows that in a democratic society decisions made on a majority rule basis must be responsive to the minority
		Identifies how a good citizen helps make group rules	Recognizes that in a representative government it is a right of the citizens to influence the government	Knows and describes how citizens in democratic societies influence their government to meet changing needs
				Understands that in a representative government it is a right of citizens to influence the government as an individual or as a member of a group e.g., political parties

Category	Component	3	4	5
POLITICAL UNDERSTANDINGS (cont.)	Citizenship (cont.)	Uses the term "responsibility" to mean a duty or obligation to behave in certain ways	Reinforce	Reinforce
		Knows that making informed choices is a major responsibility of citizens	Reinforce	Reinforce
			Recognizes that voting is both a right and duty of a citizen	Reinforce
				Knows and describes the role of patriots in the development of the U.S.A. e.g., Washington, Hamilton, Patrick Henry
	Government	Knows that every city and society has an organized group with authority to make decisions and establish laws and rules e.g., City Council, Tribal Council, parliament	Reinforce	Knows that all societies establish governing bodies to make and enforce laws to promote the general welfare of the community
		Uses the word "government" to mean the group of people who make decisions and laws for a city, state, or country	Reinforce	Reinforce
		Recognizes and describes various functions of city governments e.g., parks, roads, police, planning	Describes various functions of state governments e.g., school, highways, land use	Knows that governments exist to perform functions for the citizens e.g., education, defense, transportation
		Recognizes the kinds of community problems governments must solve e.g., traffic, building, pollution, crime, health	Recognizes that in order to keep power goverments must try to respond to the needs of the people	Reinforce

Category	Component	3	4	5
POLITICAL UNDERSTANDINGS (cont.)	Government (cont.)			Knows that a government that does not meet the needs of large numbers of citizens may be forced to change or be overthrown e.g., U.S.A., Iran
			Recognizes that governments often use force to back up authority	Understands and gives examples of how a government occasionally uses force to back up its authority to make decisions and settle conflicts
			Understands that governments pass and enforce laws and rules to resolve conflicts and make interaction easier among people	Reinforce
		Recognizes that city governments have different forms e.g., mayor--council	Recognizes the structure of state governments e.g., legislative, administrative, judicial	Compares the three branches of the United State government e.g., legislative, administrative, judicial
				Describes the functions of each branch of the United States government as a system of checks and balances
		Relates city officials and functions to city problems and services e.g., traffic, crime, police	Knows the relationship between agencies of the state and problems e.g., Departments of Education, Energy, Environment, Police	Knows that various departments and agencies are given authority to solve specific problems e.g., Treasury; Defense; Agriculture; Health, Education, and Welfare
		Recognizes that in a democratic country the leaders of the government are elected by the citizens	Knows that not all countries have democratic governments e.g., monarchy, dictatorship	Reinforce

Category	Component	3	4	5
POLITICAL UNDERSTANDINGS (cont.)	Government (cont.)			Describes how competing political systems within a country may lead to conflict
	Nation state	Knows that the earth is divided into many nations that are separated by boundaries	Knows and demonstrates how national boundaries show the areas over which nations have control	Reinforce
				Understands that all national boundaries are political decisions recognized in treaties
			Knows that national boundaries may or may not follow natural land or water features	Describes portions of the boundaries of the U.S.A. that follow natural land features and those that do not
			Knows that changes in national boundaries occur by peaceful or violent means	Describes how and gives examples of changes in the boundaries of the U.S.A. which occurred by violent and peaceful means
		Knows that people of different nations may have different languages, beliefs, laws, religions, holidays	Reinforce	Identifies ways that national identity is expressed e.g., language, art, music, food, clothing, sports
		Knows that nations sometimes cooperate and sometimes compete with each other	Reinforce	Reinforce
			Knows that competition among nations often leads to conflict	Reinforce

SOCIAL STUDIES
Grades 3-5

Category	Component
7. ECONOMIC UNDERSTANDINGS	Concepts of economics
	Factors of production
	Goods/Services
	Specialization
	Industrialization
	Income
	Scarcity
	Choices
	Price
	Money
	Taxes
	Trade
	Economics in history

Category	Component	3	4	5
ECONOMIC UNDER-STANDINGS	Concepts of Economics			
	Factors of production	Recognizes that the goods people want and need are produced by people called workers	Uses the word "labor" to mean the work people do to make a product	Reinforce
		Describes various kinds of labor involved in producing goods and services e.g., construction, health service	Reinforce	Understands and describes the relationships between industrial development and the kinds of labor in the U.S.A.
				Uses the term "land" to mean the place or places that buildings, factories, and equipment are located and used
		Gives examples of factories, tools, and machines that are used to produce goods	Reinforce	Uses the word "capital" to mean the money, buildings, machinery, and tools that workers use to produce goods and services
	Goods/ Services	Uses the term "goods" to mean the products (things) people need and want	Reinforce	Knows the meaning of "goods" and gives examples
		Uses the term "services" to mean useful work done to assist others e.g., repair, maintain, instruct	Reinforce	Knows the meaning of "services" and gives examples
		Recognizes that businesses are formed to provide goods and services and make a profit	Reinforce	Gives examples of businesses that provide goods and/or services and make a profit

Category	Component	3	4	5
ECONOMIC UNDERSTANDINGS (cont.)	Concepts of economics (cont.)			
	Specialization	Recognizes that to get a job done well, workers specialize in what they do	Knows and gives examples of a variety of specialized workers	Recognizes that regions of a country often specialize in production of goods and services e.g., farms, timber, vacations, heavy machinery
			Uses the term "mass production" to mean making goods in large quantities using machines and division of labor	Gives examples of mass production in the U.S.A.
			Uses the term "division of labor" to mean the distribution of small parts of a process among many workers e.g., assembly line	Reinforce
	Industrialization	Uses the term "industry" to mean the production of goods in large amounts, usually in factories or by large companies	Reinforce	Reinforce
				Describes the changes brought about by industrialization in the U.S.A.
		Gives examples of industries in Portland and other cities e.g., boat building, electronics	Describes industries of the Northwest and other regions e.g., lumber, agriculture, transportation	Describes industries found in various regions of the U.S.A.

Category	Component	3	4	5
ECONOMIC UNDERSTANDINGS (cont.)	Concepts of economics (cont.)			
	Income	Recognizes that people who have learned skills earn an income by producing goods and services	Describes how producing goods or providing services provides income	Knows that income results from contributions to the production of goods or services
			Recognizes that the type of employment affects income	Reinforce
	Scarcity	Knows that every individual and group has needs and wants	Reinforce	Reinforce
		Knows that no individual or group has every want satisfied	Recognizes that the needs and wants of individuals and groups are not limited but that natural and human resources are limited	Reinforce
		Knows that something is scarce if less is available than needed or wanted	Reinforce	Uses the term "scarcity" to mean a limitation in availability of goods, services, or resources
		Knows that every society has some resources that are scarce	Reinforce	Knows problems faced by the U.S.A. because of scarcity of resources
	Choices	Describes ways that people make choices among scarce goods and services e.g., price, amount, quality	Reinforce	Reinforce
		Recognizes that buyers can be influenced by advertising and packaging	Knows that advertising affects buying choices	Describes ways advertising affects buying choices

Category	Component	3	4	5
ECONOMIC UNDER-STANDINGS (cont.)	Concepts of economics (cont.)			
	Price		Recognizes that the more scarce an item becomes, the higher the price charged	Reinforce
	Money	Recognizes that money can be used to purchase goods and services	Reinforce	Reinforce
		Recognizes that people sometimes directly trade goods and services with others e.g., barter	Reinforce	Reinforce
		Knows that money can be saved or spent	Reinforce	Recognizes that money in a savings account is loaned to the bank for interest
	Taxes	Recognizes that taxes pay for governmental services	Knows that governments provide services that are paid for by money collected through taxation	Reinforce
		Describes city services paid for by taxes	Describes county and state services paid for by taxes	Describes services and activities performed by the federal government
	Trade	Knows that the city is a center of trade with other places in the world	Knows that countries and regions trade goods with each other to improve the lives of the people	Knows and describes how the U.S.A. benefits from trade with other countries
		Gives examples of trade items both exported and imported from our ports	Gives examples of trade goods imported and exported from the Northwest and other regions	Gives examples of trade between the U.S.A. and other countries past and present

Category	Component	3	4	5
ECONOMIC UNDERSTANDINGS (cont.)	Concepts of economics (cont.) Trade (cont.)			Knows and describes conflicts that have resulted from American competition with other countries for resources and trade
	Economics in history		Describes the production and trade of early Northwest inhabitants	Describes the production and trade of early American inhabitants
		Describes how the growth of the city is directly dependent upon trade and transportation routes	Knows and describes the development of trade and production of goods in the state and region	Knows and describes the various economic motivations of early explorers and settlers of America
			Knows and describes ways that the state and region benefit from trade and transportation	Knows and describes the effects of British laws and economic controls on the American colonies
				Knows and describes developments in production methods, trade, and agriculture in colonial times and early U.S. history
				Knows and describes how economic differences between the North and South led to conflict and war

SOCIAL STUDIES
Grades 3-5

Category	Component
8. SOCIAL UNDERSTANDINGS	Individual/Group
	Self/Others
	Interaction
	Norms/Roles
	Conflict
	Societies/Cultures
	Customs/Traditions
	Institutions
	Change
	Cultural diversity

Category	Component	3	4	5
SOCIAL UNDERSTANDINGS	Individual/ Group			
	Self/ Others	Knows that every person is worthy of respect and understanding	Reinforce	Reinforce
		Identifies changes in personal characteristics that occur with human growth e.g., physical, intellectual, emotional	Describes ways people change as they grow older e.g., physical, intellectual, wants	Knows that individuals grow and develop at different rates
		Describes ways that all people are alike	Reinforce	Describes ways people change through learning experiences e.g., wants, attitudes
		Identifies own strengths and weaknesses as related to peer group	Reinforce	Reinforce
	Interaction	Uses the word "group" to mean people who cooperate or work together e.g., family, class, team, club	Reinforce	Reinforce
		Knows and explains ways people in cities depend on groups and other individuals	Reinforce	Reinforce
	Norms/ Roles	Describes expected behaviors (norms) in different places in the community or city e.g., library, playground, dinner table	Uses the term "norm" to mean certain behaviors expected of group members	Reinforce

Category	Component	3	4	5
SOCIAL UNDERSTANDINGS (cont.)	Individual/Group (cont.)			
	Norms/Roles (cont.)			Knows that group membership is dependent upon following group norms
				Knows that leaders use authority to see that the norms of the group are obeyed
	Conflict			Knows that conflicts may result from multiple group membership e.g., conflict of interest
		Knows that people in groups sometimes have different ideas or wants which may cause conflict	Reinforce	Reinforce
			Knows and gives examples of how competition among individuals and groups often leads to conflict	Reinforce
		Describes with examples how compromise can sometimes solve a conflict	Reinforce	Reinforce
	Societies/Cultures			
	Customs/Traditions	Knows that celebrations and holidays are customs in our country	Reinforce	Reinforce
		Recognizes that societies share common language	Knows that people have celebrations that are sometimes similar and sometimes different from other people	Reinforce

Category	Component	3	4	5
SOCIAL UNDERSTANDINGS (cont.)	Societies/ Cultures (cont.)			
	Customs/ Traditions (cont.)			Knows that all citizens of the U.S.A share some common beliefs and ways of doing things e.g., language, laws, rights
	Institutions	Recognizes that every society provides for the education of its young members e.g., family, school, religion, club	Knows and gives examples of institutions that help solve problems and provide for needs e.g., education, government, social, religious	Reinforce
		Recognizes that the family is the basic social unit in most societies	Reinforce	Knows that the family may be nuclear or extended and is usually based on marriage
	Change	Knows and gives examples of how cities change when new discoveries and inventions are introduced e.g., cars, electricity, airplanes	Describes changes in the ways people of the state and region have changed over time e.g., compare urban life past and present	Knows and describes how the U.S.A. changed when discoveries and inventions were introduced e.g., cotton gin, airplane
		Describes how change in a city can help some people and hurt others	Reinforce	Knows and describes how the U.S.A. changed when ideas, tools, or ways of doing things were borrowed from a different society
				Knows that when people of different cultures come into contact, the groups change

Category	Component	3	4	5
SOCIAL UNDER-STANDINGS (cont.)	Societies/ Cultures (cont.) Change (cont.)			Knows and explains ways immigrants brought ideas and ways of living to the U.S.A. e.g., inventions, music, literature, food
	Cultural diversity	Knows that people in our country come from various national and ethnic backgrounds	Reinforce	Reinforce
		Knows that the important differences among cultures are learned rather than inherited	Reinforce	Reinforce
		Identifies the influence of various ethnic and national groups on the city e.g., street names, markets, architecture	Reinforce	Identifies contributions to our country by various national and ethnic groups e.g., art, architecture, clothing, food, words
		Knows ways minority group members have contributed to improving life in the U.S.A.	Describes ways individual minority group members have contributed to improving life in the U.S.A.	Reinforce
			Recognizes that society often does not provide a positive identity for certain ethnic, national, or subcultural members	Reinforce

SOCIAL STUDIES
Grades 3-5

Category	Component
9. ENVIRONMENTAL UNDERSTANDINGS	Physical geography
	Physical features
	Climate
	Regions
	Resources
	Land use
	Change
	Settlement
	Transportation/Communication
	Ecological concerns
	Conservation
	Pollution

Category	Component	3	4	5
ENVIRONMENTAL UNDERSTANDINGS	Physical geography	Also, see: GEOGRAPHIC METHODS, Terms		
	Physical features	Knows terms: cave, cliff, desert, plain, volcano bay, canal, harbor, river system, tributaries	Knows terms: canyon, gully, highland, lowland, mountain range, peninsula, plateau, swamp channel, current, gulf, reservoir, spring, strait	Knows terms: atoll, cape, drainage basin, gap, levee, mesa, prairie, reef geyser, millpond, river bed, river source, tide pool
		Correctly uses terms: continents, islands ocean, stream	Correctly uses terms: cave, cliff, desert, plain, volcano bay, canal, harbor, river system, tributaries	Correctly uses terms: canyon, gully, highland, lowland, mountain range, peninsula, plateau, swamp channel, current, gulf, spring, reservoir, strait
		Explains terms: hill, mountain, valley lake, river	Explains terms: continents, islands ocean, stream	Explains terms: cave, cliff, desert, plain, volcano bay, canal, harbor, river system, tributaries
		Identifies differences in living things that are related to the physical features of the place	Reinforce	Reinforce
		Identifies differences in ways of living and working that are related to the physical features of the place	Reinforce	Reinforce
				Describes ways people adjust to living in various physical environments in the U.S.A.
				Describes difficulties caused by physical geographic barriers e.g., economic, political, social, cultural

Category	Component	3	4	5
ENVIRONMENTAL UNDERSTANDINGS (cont.)	Physical geography (cont.)			
	Climate	Identifies various types of weather associated with seasons of the year	Reinforce	Explains seasonal changes
		Uses words associated with weather e.g., storm, sleet, wind, cloudy, clear, hot, cold	Reinforce	Reinforce
		Uses the term "weather" to mean the day-to-day conditions related to rain, snow, sunshine, temperature, and wind	Reinforce	Reinforce
		Identifies adaptation people make to various types of weather e.g., clothing, housing	Reinforce	Describes adaptations made by people in the U.S.A. to various types of weather
		Uses the term "climate" to mean the general weather conditions of a place over a long period of time	Reinforce	Reinforce
		Uses correctly words associated with climate e.g., mild, moist, tropical	Recognizes that different regions of the earth have different climates	Describes the climate zones of the U.S.A. e.g., marine, Mediterranean, semiarid, desert, continental, humid, subtropical
		Identifies ways climate affects the way people live e.g., clothing, food, housing, plant life, animal life	Reinforce	Reinforce

Category	Component	3	4	5
ENVIRONMENTAL UNDERSTANDINGS (cont.)	Physical geography (cont.)			
	Regions	Knows that the earth can be divided into regions which have at least one common characteristic e.g., climate, land features, language	Identifies various regions based on specific characteristics e.g., climate, language, land features, work	Identifies various regions based on specific characteristics e.g., politics
	Resources	Knows that natural resources are things found in nature for which people have found uses e.g., trees, water, land, minerals	Reinforce	Reinforce
			Identifies the natural resources of various regions, and their uses	Identifies natural resources in various states and regions of the U.S.A., and their uses
		Knows that some natural resources cannot be replaced and some are renewable	Reinforce	Reinforce
	Land use			
	Change	Recognizes how the kinds of tools available to people influences how they use and change the land	Knows that as people's technologies change, their uses of the land will change	Describes how the industrial changes in the U.S.A. have changed the way land is used
		Describes ways people change the land to meet specific purposes e.g., roads, houses, dams	Reinforce	Reinforce

Category	Component	3	4	5
ENVIRONMENTAL UNDERSTANDINGS (cont.)	Land use (cont.)			
	Settlement	Knows that cities often have recognizable patterns of land use e.g., central business district, industrial area, residential area	Reinforce	Reinforce
		Knows that cities often begin when roads cross, rivers meet, or where ships dock	Reinforce	Reinforce
		Knows that cities start and grow as centers to serve the regions surrounding them	Knows ways cities serve the needs of people living both in the city and in the surrounding region e.g., clothing, tools, machines, doctors	Knows and describes how cities and their surrounding areas are interdependent e.g., food, lumber, fiber, minerals vs. services, machines, stores, recreation
		Compares cities past and present	Reinforce	Describes how cities have changed as new technology has been introduced
				Knows that historically there is a movement of people from rural to urban places
			Knows that as a city grows it usually increases its functions and opportunities for its population	Reinforce
		Recognizes that building sites are influenced by the natural environment, culture, and history	Reinforce	Recognizes and describes how settlement patterns in the U.S.A. have been influenced by land and water features e.g., fall line, rivers, lakes, passes

Category	Component	3	4	5
ENVIRONMENTAL UNDERSTANDINGS (cont.)	Land use (cont.) Settlement (cont.)		Knows that cities have high population densities	Reinforce
	Transportation/ Communication	Describes various transportation systems found in cities and their purposes e.g., bus, auto, train	Describes the relationship between technology and transportation in the U.S.A.	Reinforce
			Recognizes and describes relationships between transportation routes and physical geographic features	Describes how the physical geography of the U.S.A. influenced the development of transportation routes
		Knows and describes the ways cities use various means of transportation to trade with other places	Reinforce	Describes the relationships between the development of cities and early transportation routes in the U.S.A.
		Describes various communication systems used in cities, and their purposes e.g., phone, book, radio, TV, film	Reinforce	Describes various communication systems used in the U.S.A., their development, and purposes
				Knows that increases in communication and transportation increase the possibility of either understanding or conflict among societies and countries
		Describes how increases in transportation and communication increase trade and interaction between cities and other places	Knows and describes ways communities and regions benefit from good transportation and communication	Describes ways cities in the U.S.A. are dependent upon systems of transportation and communication

Category	Component	3	4	5
ENVIRONMENTAL UNDERSTANDINGS (cont.)	Ecological concerns Conservation		Uses the term "conservation" to mean the wise use of natural resources and the protection of the environment	Reinforce
		Describes the need to protect the environment e.g., need for clean water, adequate forests	Recognizes that humans can upset a balance in nature with harmful results	Reinforce
		Describes ways the environment can be protected	Reinforce	Knows and provides examples of environmental protection in the U.S.A. e.g., government agencies (DEQ), laws, regulations, private actions
		Knows that natural resources must be conserved	Reinforce	Knows and provides examples of conservation efforts in the U.S.A. e.g., recycling, resource management, laws, and regulations
		Knows reasons why some animal species become endangered or extinct	Reinforce	Knows and explains why some animal species become endangered or extinct
			Knows that for a society to survive it must maintain a balance between resource supply and use	Knows that the long-term satisfaction of human needs depends on conservation of resources
	Pollution	Uses the word "pollution" to mean substances added to the environment in a quantity harmful to organisms in the environment	Reinforce	Reinforce

Category	Component	3	4	5
ENVIRONMENTAL UNDERSTANDINGS (cont.)	Ecological concerns (cont.)			
	Pollution (cont.)	Describes ways pollution can be harmful to people and other living things	Reinforce	Reinforce
		Identifies various sources of pollution e.g., chemicals, autos, factories, litter	Reinforce e.g., population growth	Identifies waste products that result from use of resources
				Identifies efforts being made to reduce the negative effects of pollution e.g., laws, regulation, personal efforts

SOCIAL STUDIES
INDEX OF CATEGORIES AND COMPONENTS
Grades 6-8

Categories	Components
1. CONTENT	Setting Focuses
2. INDIVIDUAL SKILLS	Acquiring information Organizing information Communicating information Using information
3. GROUP SKILLS	Organizing/Operating Democratic principles
4. HISTORICAL METHODS	Chronology Cause and effect Resource validity
5. GEOGRAPHIC METHODS	Location Symbols Map and globe types Projections Map making Map and globe terms
6. POLITICAL UNDERSTANDINGS	Controls Citizenship Government Nation state
7. ECONOMIC UNDERSTANDINGS	Concepts of economics Economic systems Economics in history
8. SOCIAL UNDERSTANDINGS	Individual/Group Societies/Cultures Cultural diversity
9. ENVIRONMENTAL UNDERSTANDINGS	Physical geography Land use Ecological concerns

SOCIAL STUDIES
Grades 6-8

Category	Component
I. CONTENT	Setting Focuses

NOTE: The items in this "Content" category are not intended to be read as horizontal strands. Rather, each grade contains an independent set of content to be examined.

Category	Component	6	7	8
CONTENT	Setting	Western Hemisphere cultures and societies (Canada and Latin America)	Eastern Hemisphere cultures, societies (Europe, Asia, Africa, Australia, Islands)	United States history, government, and world affairs
	Focuses	Examines the geography of the Western Hemisphere and its impact on civilization	Examines the geography of the Eastern Hemisphere and its impact on civilization	Examines the impact of geography on the development of the U.S.A.
		Examines Pre-Colombian inhabitants, societies and civilizations	Examines early inhabitants, societies, and civilizations of Asia, Africa, Australia, Europe, and Pacific Islands	Examines Pre-Colombian inhabitants and groups
				Examines purposes and events in European exploration
		Examines purposes and events of European exploration	Examines the development of early societies around the Mediterranean	Examines methods and problems of European settlements
		Examines the methods and problems of European settlements and colonies		
		Examines the development of the colonial desire for independence	Examines societal developments and changes in the Middle Ages (Feudalism, Renaissance, Reformation)	Examines development of colonies in North America
		Examines the events and movements leading to independence, nation states	Examines the development of nation states in Europe	Examines the development of the colonial desire for independence
		Examines the political, social, and economic development of the nations	Examines European exploration and colonization of Asia, Africa, Australia, and Islands	Examines the events and movements leading to independence
		Examines the development of agriculture and industry	Examines events leading to independence and nation states in Asia, Africa, Australia, and Islands	Examines the processes leading to constitutional government

Category	Component	6	7	8
CONTENT (cont.)	Focuses (cont.)	Examines cultural borrowing	Examines economic, social, political, and technological changes (revolutions) in Europe	Examines the development of the present federal, state, and local systems of government
		Examines cultural conflicts	Examines cultural differences and similarities	Examines the processes of national expansion
		Examines ways that new nations combine cultural elements of the indigenous societies and the colonizing nations	Examines cultural borrowing	Examines the problems and events leading to the Civil War
		Examines cultural similarities and differences	Examines cultural conflicts	Examines the post-Civil War problems of the U.S.A.
		Examines the effects of industrialization on societies	Reinforce	Reinforce
		Examines the global interdependence of the Western Hemisphere nations	Examines global interdependence (political, economic, social, environmental)	Examines the westward movement, land acquisition, and statehood of western lands
				Examines historical and present-day leaders and their influence on our development as a nation
				Examines the various geographical regions of the U.S.A. and their effects on human activities, past and present
				Examines the effects of industrialization on society
				Examines the development and applications of technology
				Examines the change from an agrarian to an urban society

Category	Component	6	7	8
CONTENT (cont.)	Focuses (cont.)			Examines cultural infusion and various cultural contributions to American society Examines international relations and global interdependence

SOCIAL STUDIES
Grades 6-8

Category	Component
2. INDIVIDUAL SKILLS	Acquiring information Observing Listening Using resources
	Organizing information Recording Classifying Representing
	Communicating information
	Using information Interpreting Inferring/Generalizing Predicting/Hypothesizing Analyzing Synthesizing Evaluating

Category	Component	6	7	8
INDIVIDUAL SKILLS	Acquiring information			
	Observing	Uses observation to obtain information	Reinforce	Reinforce
		Understands factors that affect the accuracy and objectivity of observations e.g., noting detail, multiple observations, use of standards for comparison, patience, frame of reference	Reinforce	Describes factors that affect the accuracy and objectivity of observation e.g., noting detail, multiple observations, use of standards for comparison, frame of reference
	Listening	Uses listening to gather information from various auditory sources	Reinforce	Reinforce
		Summarizes the content of a spoken presentation	Reinforce	Reinforce
		Identifies main points and supporting details	Evaluates the adequacy of main ideas and supporting detail to accomplish the purpose of the presentation	Reinforce
		Determines if speaker's point has been adequately supported	Reinforce	Identifies points not adequately supported
		Recognizes bias in presentations e.g., attitude, opinion	Identifies speaker's purpose e.g., inform, persuade	Infers purpose from speaker's style and technique e.g., loaded terms, selective evidence, propaganda Recognizes the logic or lack of logic in auditory presentation
	Using resources	Also see GEOGRAPHIC METHODS and HISTORICAL METHODS		

Category	Component	6	7	8
INDIVIDUAL SKILLS (cont.)	Acquiring information (cont.)			
	Using resources (cont.)	Uses a variety of printed materials to obtain information e.g., narrative (books, periodicals), charts, graphs, tables, maps, globes	Reinforce	Reinforce
		Uses various parts of books as aids to finding information e.g., title page, table of contents, index, glossary, foreword	Reinforce	Reinforce
		Locates specific information in newspapers and periodicals e.g., headline, index, pictures	Reinforce	Reinforce
		Uses various resources in the library e.g., card catalog, reference section, periodical stacks	Reinforce	Reinforce
		Uses specialized resource publications for finding specific information e.g., atlases, encyclopedias, books, or records, Who's Who, specialty, periodicals, and journals	Reinforce	Reinforce
		Uses skimming techniques to locate specific information within a selection	Reinforce	Reinforce

Category	Component	6	7	8
INDIVIDUAL SKILLS (cont.)	Acquiring information (cont.)			
	Using resources (cont.)	Knows the meaning of primary and secondary sources	Knows and explains the advantage of using primary source materials e.g., original documents	Reinforce
		Uses a variety of audiovisual resources to obtain specific information e.g., film, filmstrip, recording, radio, television	Reinforce	Reinforce
		Uses community resources to obtain information e.g., local neighborhood, industrial areas, museums, libraries, courts, government buildings	Reinforce	Uses community resources to obtain information e.g., businesses, industries, museums, library, representatives of business, government, special interest groups
		Obtains specific information from personal experience e.g., field trips, vacation trips, neighborhood experiences, personal activities	Reinforce	Reinforce
		Develops and uses research instruments to obtain specific information e.g., polls, checklists, questionnaires	Reinforce	Reinforce

Category	Component	6	7	8
INDIVIDUAL SKILLS (cont.)	Acquiring information (cont.)			
	Using resources (cont.)	Recognizes that choice of words in an interview or poll can influence the response e.g., emotionally loaded words	Reinforce	Understands and describes problems in developing unbiased research instruments e.g., loaded words, oversimplification, ambiguous questions
	Organizing information			
	Recording	Identifies and records main ideas, supporting details, facts, opinions e.g., outline, data retrieval chart, 3 x 5 card	Reinforce	Reinforce
		Accurately records data from a wide variety of resources e.g., books, film, questions, radio, speaker	Reinforce	Reinforce
		Summarizes the major ideas in a written or spoken presentation	Reinforce	Reinforce
	Classifying	Identifies and explains criteria by which objects or information may be logically grouped	Reinforce	Reinforce
		Organizes recorded information into meaningful categories e.g., data retrieval charts, concept wheel	Reinforce	Reinforce

Category	Component	6	7	8
INDIVIDUAL SKILLS (cont.)	Organizing information (cont.)			
	Classifying (cont.)	Organizes recorded data into conventional classification systems e.g., outline, time line	Selects and uses classification systems that are appropriate to the data being organized and its intended use e.g., graphs, charts, outlines	Modifies and uses classification schemes as needed to accommodate new or complex information or special purpose
	Representing	Also see GEOGRAPHIC METHODS, Map making		
		Selects and uses appropriate illustration or representation to display information or accompany report e.g., chart, graph, maps, table, picture, model, narrative, time line, outline	Reinforce	Reinforce
		Creates mixed media representation of data	Reinforce	Reinforce
	Communicating information	Presents formal reports that include a variety of representations of information e.g., narrative, chart, graph, map, table, picture, time line, audiovisual	Reinforce	Reinforce
		Develops and presents reports based on various sources of information e.g., interviews, polls, surveys, field trips, observations, library research, audiovisual, books, etc.	Reinforce	Reinforce

Category	Component	6	7	8
INDIVIDUAL SKILLS (cont.)	Communicating information (cont.)	Develops bulletin board presentations of information using a variety of representations of information	Reinforce	Reinforce
		Develops unique communication techniques to report information e.g., play, role play, radio show, round table, picture book, comic book, historical novel, poetry, group reports	Reinforce	Reinforce
	Using information			
	Interpreting	Explains relationships among ideas and information e.g., similar or different, related or unrelated, contradictory or confirming	Reinforce	Reinforce
		Identifies one or more logical implications that follow from an event	Identifies and explains a chain or logical implications that follow from an event	Reinforce
		Supports or refutes a generalization by finding and presenting data from a variety of resources	Reinforce	Reinforce
	Inferring/Generalizing	Explains why a place or event changed (identifies important variables)	Reinforce	Reinforce
		Describes relationships among situations, events, and data	Reinforce	Reinforce

Category	Component	6	7	8
INDIVIDUAL SKILLS (cont.)	Using information (cont.)			
	Inferring/Generalizing (cont.)	Makes tentative generalizations from information found in a variety of sources e.g., books, maps, graphs, charts	Reinforce	Develops and states a valid generalization from information found in a variety of resources
		Supports, refutes, or describes limitations of generalizations with information found in a variety of sources	Reinforce	Reinforce
		Recognizes that all generalizations are tentative and subject to the test of evidence	Modifies generalizations as necessary when new evidence is found	Reinforce
	Predicting/Hypothesizing	Recognizes that a hypothesis is a tentative explanation or prediction based on present information and may be changed as new information is available	Reinforce	Reinforce
		Develops an "if-then" hypothesis to predict an event based on valid evidence e.g., if energy supplies are reduced the cost will increase	Reinforce	Reinforce
			Changes or modifies a hypothesis on the basis of new information	Reinforce
		Recognizes that inaccurate hypotheses result from too little information, inaccurate observations, poor logic	Reinforce	Explains the necessity of testing a hypothesis by seeking added support or by experimentation

Category	Component	6	7	8
INDIVIDUAL SKILLS (cont.)	Using information (cont.)			
	Analyzing	Distinguishes a conclusion from statements that support it	Reinforce	Distinguishes factual information from generalization, hypothesis, normative statements, opinions
			Recognizes unstated assumptions	Reinforce
			Recognizes techniques used in persuasive materials e.g., loaded words, appeal to biases or prejudices	Identifies techniques used to persuade e.g., loaded words, appeal to biases or prejudices, propaganda
		Detects irrelevant statements used inappropriately to support a conclusion	Reinforce	Relates consistency between a hypothesis or generalization and information given as support
	Synthesizing	Selects and organizes ideas and statements to form a unified, clear communication that conveys ideas, feelings, and/or experiences to others	Reinforce	Reinforce
		Develops a plan or set of operations and activities to solve a problem	Reinforce	Reinforce

Category	Component	6	7	8
INDIVIDUAL SKILLS (cont.)	Using information (cont.)			
	Evaluating	Makes judgments of worth or accuracy based on criteria or standards established by teacher or other person	Reinforce	Applies criteria established by others to evaluate the worth, effectiveness, or accuracy of objects, ideas, solutions, methods, etc.
		Develops a set of standards or criteria for making judgments of worth or accuracy	Reinforce	Develops and applies a set of criteria to evaluate the worth, effectiveness, or accuracy of objects, ideas, solutions, methods, etc.

SOCIAL STUDIES
Grades 6-8

Category	Component
3. GROUP SKILLS	Organizing/Operating Purpose Leadership Rules Rights Tasks Democratic principles

Category	Component	6	7	8
GROUP SKILLS	Organizing/ Operating			
	Purpose	Describes a group as a number of people working toward a common goal or having a common purpose	Reinforce	Reinforce
		Understands that a group usually will not exist without a common set of goals that are understood and agreed upon by the members	Reinforce	Reinforce
		Participates in determining the goals of a group in various ways e.g., vote, consensus, poll	Reinforce	Reinforce
		Demonstrates understanding of the goals and purposes of own group	Reinforce	Reinforce
		Understands that conflict may result when members disagree on group goals	Reinforce	Reinforce
		Understands that groups usually go out of existence when the goal(s) or purpose(s) are accomplished	Reinforce	Reinforce
			Recognizes that groups often agree on new goals to extend the life of the group	Reinforce
		Explains how a group's size is related to its purpose(s) and goal(s)	Reinforce	Reinforce
	Leadership	Describes the roles and responsibilities of a leader e.g., assist group members, solve problems, assign responsibilities, speak for the group	Reinforce	Understands and explains the roles and responsibilities of a leader

Category	Component	6	7	8
GROUP SKILLS (cont.)	Organizing/ Operating (cont.)			
	Leadership (cont.)	Understands that a leader must have and exert some authority	Reinforce	Reinforce
		Participates in the selection of own group leader	Reinforce	Reinforce
		Participates in groups as leader and as group member	Reinforce	Reinforce
		Knows that some groups have designated leaders and some do not	Reinforce	Reinforce
	Rules	Accepts and follows reasonable group rules	Reinforce	Reinforce
		Assists group in making or changing rules by cooperating with the leader and other group members	Reinforce	Reinforce
		Knows that group rules are standards of behavior for the group members	Reinforce	Reinforce
		Understands and explains how rules established cooperatively by the group members are more likely to be followed than rules imposed by the leader	Reinforce	Reinforce
		Knows that rules do not cover all situations or behavior	Reinforce	Reinforce
		Knows that expected ways of behaving are norms that may not be written	Reinforce	Reinforce

Category	Component	6	7	8
GROUP SKILLS (cont.)	Organizing/ Operating (cont.)			
	Rules (cont.)	Knows that accepted norms of behavior help people get along in groups	Reinforce	Reinforce
	Rights	Understands and respects the rights common to each member of the group	Reinforce	Reinforce
		Understands that each individual group member has similar rights	Reinforce	Reinforce
		Respects the rights of other group members	Reinforce	Reinforce
		Accepts the responsibility for protecting individual rights of group members	Reinforce	Reinforce
	Tasks	Knows that assigned tasks should match interests and ability of group members	Reinforce	Reinforce
		Accepts and completes assigned tasks	Reinforce	Reinforce
		Sets reasonable time lines for assigned tasks	Reinforce	Reinforce
		Sets and meets minimum standards for assigned tasks	Reinforce	Reinforce
	Democratic principles	Understands and accepts responsibility for the group's success along with other group members	Reinforce	Reinforce

Category	Component	6	7	8
GROUP SKILLS (cont.)	Democratic principles (cont.)	Knows that benefits of a group project are shared with the other group members	Knows that each member of the group shares the final evaluation of the completed task	Reinforce
			Recognizes that the individuals in a group are accountable to the group	Knows that the individuals within a group are accountable to the group
		Recognizes and accepts a responsibility to contribute and participate cooperatively in group discussions and activities	Reinforce	Reinforce
		Presents ideas in group discussions with courtesy and clarity	Reinforce	Reinforce
		Maintains a focus of attention on a discussion topic	Reinforce	Reinforce
			Recognizes the need to understand the point of view of others in discussions and decision making	Understands and explains the need for expressing and understanding a variety of points of view in decision making
		Demonstrates processes of democratic decision making e.g., open debate, equal voice, equal representation	Reinforce	Reinforce
		Knows simple parliamentary procedures	Knows the basic ideas expressed in Roberts' Rules of Order	Knows and conducts a discussion or meeting using simplified Roberts' Rules of Order
		Understands that acceptance of group decisions is a democratic principle	Reinforce	Reinforce

Category	Component	6	7	8
GROUP SKILLS (cont.)	Democratic principles (cont.)	Understands that dissension results from members not accepting or fulfilling responsibilities or accepting decisions	Reinforce	Reinforce
		Describes and uses socially accepted methods for resolving conflicts within groups e.g., compromise, arbitration, ruling by authority	Reinforce	Reinforce

SOCIAL STUDIES
Grades 6-8

Category	Component
4. HISTORICAL METHODS	Chronology Time Time relationships Sequence Cause and effect Resource validity Facts/Evidence Author bias

Category	Component	6	7	8
HISTORICAL METHODS	Chronology			
	Time	Explains the meaning of A.D. and B.C. used in our present-day Gregorian calendar	Reinforce	Reinforce
		Calculates time between dates both A.D. and B.C.	Reinforce	Reinforce
		Describes and uses historical units of time e.g., year, decade, century, millennium, era, age	Describes and uses historical units of time e.g., millennium, era, age, eon, dynasty, generation	Reinforce
	Time relationships	Understands terms that express time relationships e.g., predecessor, successor	Understands words that express time relationships e.g., antecedent, subsequent, precursor, sequel	Reinforce
		Uses and explains the meaning of terms that express time relationships e.g., forerunner, follower, precede, succeed	Uses and explains the meaning of terms that express time relationships e.g., predecessor, successor, forerunner, follower, precede, succeed	Reinforce
	Sequence	Constructs time lines that demonstrate changes and developments in a movement or theme e.g., industrialization	Reinforce	Reinforce
		Understands that history is a record of events, movements, and people throughout time	Reinforce	Reinforce

Category	Component	6	7	8
HISTORICAL METHODS (cont.)	Chronology (cont.)			
	Sequence (cont.)	Recognizes the continuity and connections in historical events, movements, and people	Describes the chronological connections between present and past events and movements	Reinforce
	Cause and effect	Uses the term "multiple-causation" to mean many causes for an action or event	Identfies examples of multiple-causation	Explains and gives examples of multiple-causation
		Knows the term "multiple-effect" to mean more than one effect from a cause	Identifies examples of multiple-effects	Explains and gives examples of multiple-effect
	Resource validity			
	Facts/ Evidence	Explains facts as accurate and truthful descriptions that can be verified by evidence	Reinforce	Reinforce
		Understands various forms of evidence available to the historian and social scientist e.g., eyewitness reports, primary resources, photographs, paintings, maps, charts	Reinforce	Reinforce
		Supports statements by providing evidence	Reinforce	Reinforce

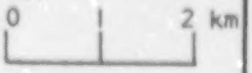
Category	Component	6	7	8
HISTORICAL METHODS (cont.)	Resource validity (cont.)			
	Facts/ Evidence (cont.)	Identifies statements of opinion and statements of fact	Reinforce	Reinforce
		Knows that all historical evidence involves some level of interpretation by an earlier observer	Reinforce	Reinforce
		Knows that historians and social scientists will never have all the information about an event or person	Reinforce	Reinforce
			Recognizes the need to continually question the validity of information and to seek evidence regarding its accuracy	Reinforce
	Author bias	Understands that people will describe the same event differently because of differences in personal background, training, and point of view	Reinforce	Reinforce
		Understands that people have different opinions about events and people because of differences in personal beliefs and values	Reinforce	Reinforce
		Knows that most historical evidence depends to some extent on descriptions and opinions about events and people that do not always agree	Understands that most historical evidence is to some extent less than 100% valid	Reinforce

Category	Component	6	7	8
HISTORICAL METHODS (cont.)	Resource validity (cont.)			
	Author bias (cont.)	Knows that historians and social scientists will describe events and people differently because of different sources of information, personal belief and values, point of view, and training	Knows that interpretations made by historians are made less valid because of personal bias, lack of information, and values	Knows that in addition to the evidence, historians are influenced by social, political, economic, and environmental conditions

SOCIAL STUDIES
Grades 6-8

Category	Component
5. GEOGRAPHIC METHODS	Location Direction Distance/Scale Grid system
	Symbols
	Map and globe types
	Projections
	Map making
	Map and globe terms

Category	Component	6	7	8
GEOGRAPHIC METHODS	Location			
	Direction	Uses cardinal and intermediate directions to describe the relative location of two or more points on a map	Reinforce	Reinforce
		Orients maps to actual directions on the earth's surface using north indicator	Reinforce	Reinforce
		Explains how a hemisphere results from dividing the earth or a globe with a great circle	Demonstrates great circle routes	Reinforce
		Recognizes that great circle routes appear as straight lines on a globe and usually appear as curved lines on a flat map	Explains why great circle routes that appear as straight lines on globes usually appear as curved lines on flat maps	Reinforce
	Distance/ Scale		Demonstrates great circle routes as the shortest distance between points on the globe	Reinforce
		Knows that the scale of a map is determined by the actual earth's surface compared to a given measurement on the map	Explains the meaning of scale	Reinforce
		Understands that small-scale maps depict a large area of the earth's surface and have very little detail	Reinforce	Explains the differernce between large- and small-scale maps
		Understands that large-scale maps depict a small area of the earth's surface and have much detail	Reinforce	

Category	Component	6	7	8
GEOGRAPHIC METHODS (cont.)	Location (cont.)			
	Distance/ Scale (cont.)	Uses (a) graphic and (b) equation scales to measure distances on maps (a) e.g.,  (b) 1 inch = 1 mile /or/ 1 cm - 1 km	Uses graphic, equation, and representative scales to determine distance on maps	Reinforce
		Uses color key to determine elevation	Reinforce	Reinforce
	Grid system	Identifies the zero degree line and numbering system for lines of latitude and longitude	Identifies minutes and seconds as the measure between degree on a map or globe	Reinforce
		Describes lines of latitude as parallel	Reinforce	Reinforce
		Locates significant parallels e.g., Arctic Circle, Tropic of Cancer, equator, Tropic of Capricorn	Explains the meaning and importance of the Arctic Circle, Tropic of Cancer, equator, and Tropic of Capricorn	Reinforce
		Describes a meridian as a line of longitude	Explains the purposes and problems associated with the Prime Meridian and the International Date Line	Reinforce
		Uses coordinates of latitude and longitude to locate places on maps and globes	Reinforce	Reinforce
		Knows how latitudinal position relates to general temperature conditions	Reinforce	Reinforce

Category	Component	6	7	8
GEOGRAPHIC METHODS (cont.)	Location (cont.)			
	Grid system (cont.)	Knows how longitudinal position is related to time of day	Reinforce	Reinforce
	Symbols	Uses the legend or key to interpret map symbols	Reinforce	Reinforce
		Uses color symbols on specialized maps to determine population, land use, precipitation, elevation, and so on	Reinforce	Reinforce
		Uses a variety of specialized maps to analyze different places on earth	Synthesizes the information from a variety of specialized maps to understand different places on earth	Reinforce
	Map and globe types	Describes major purposes and uses of general reference maps	Reinforce	Reinforce
		Describes physical features found on general reference maps	Reinforce	Reinforce
		Describes political features found on general reference maps e.g., relative location and size of various countries	Reinforce	Reinforce
		Uses general reference maps to find political and physical information	Reinforce	Reinforce

Category	Component	6	7	8
GEOGRAPHIC METHODS (cont.)	Map and globe types (cont.)	Understands and uses various special purpose maps e.g., precipitation, land use, climate, population, growing season	Explains and uses various special purpose maps e.g., rainfall, temperature, vegetation, terrain, contour, population, land use, climate zones, soil types, land-sat image	Reinforce
		Uses political maps effectively	Reinforce	Reinforce
		Uses graphic-relief and contour maps to understand the elevation and roughness of the earth's surface	Reinforce	Reinforce
	Projections	Uses the term "projection" to mean any drawing on a flat surface that shows a globe's network of meridians and parallels	Reinforce	Reinforce
		Understands that all projections create some distortion	Reinforce	Describes distortions in common projections e.g., Mercator, conic, equal-area
		Identifies a Mercator projection map e.g., all parallels and meridians are at right angles	Understands distortions caused by Mercator projection e.g., lines of longitude do not converge at poles, making area near poles appear larger	Identifies and describes common projections e.g., Mercator, conic, equal-area
			Recognizes a conic projection e.g., parallels are concentric circles, Polar projection	Reinforce

Category	Component	6	7	8
GEOGRAPHIC METHODS (cont.)	Projections (cont.)		Understands that map makers choose the projection best suited to a specific purpose e.g., a captain needs a map that shows compass points in straight lines, therefore the Mercator projection is usefu	Reinforce
	Map making	Constructs simple maps to a given scale	Reinforce	Reinforce
		Constructs special purpose maps to illustrate presentation or written work	Reinforce	Reinforce
		Develops and uses own map symbols and key	Reinforce	Reinforce
	Map and globe terms	Understands the following terms: delta, isthmus, ocean current, peninsula, strait, tributary, watershed	Understands the following terms: channel, fiord, oasis, reef, sound	
		Correctly uses the terms: canal, cape, divide, elevation, equator, gulf, mesa, mountain range, meridian, parallel, plateau	Correctly uses the terms: delta, isthmus, ocean current, peninsula, strait, tributary, watershed	Correctly uses the terms: channel, fiord, oasis, reef, sound
		Explains the meaning of: bay, elevation, latitude, longitude, plain	Explains the meaning of: canal, cape, divide, elevation, equator, gulf, mesa, mountain range, meridian, parallel, plateau	Explains the meaning of: delta, isthmus, ocean current, peninsula, strait, tributary, watershed
		Interprets common map abbreviations	Reinforce	Reinforce

SOCIAL STUDIES
Grades 6-8

Category	Component
6. POLITICAL UNDERSTANDINGS	Controls Rules/Laws Leaders/Authority
	Citizenship
	Government
	Nation state

Category	Component	6	7	8
POLITICAL UNDERSTANDINGS	Controls			
	Rules/Laws	Recognizes that laws are formalized norms enforced by the power of the government	Reinforce	Explains how laws relate to the beliefs of the people of the U.S.A.
		Distinguishes between rules and laws	Reinforce	Reinforce
		Understands that rules and laws are forms of social controls	Reinforce	Reinforce
		Knows that laws can both limit and provide freedoms at the same time	Reinforce	Explains how laws both guarantee and limit individual freedom
		Knows and describes how laws are designed to provide an orderly society	Reinforce	Explains and gives examples of ways laws provide an orderly society
		Understands that every society develops laws and rules to govern and protect its members	Reinforce	Reinforce
		Explains how rules and laws help settle conflicts, protect people, and make interactions among people easier	Reinforce	Reinforce
		Knows that the constitution of a nation or state is the basis of all law	Reinforce	Explains how the constitution of a nation or state is the basis of all law
		Knows that laws are made by elected representatives at the national, state, and local levels in a republic	Reinforce	Describes the general law-making process at the national and state level in the U.S.A.
		Knows that nations that are not republics have various ways to make laws	Explains how various non-republic societies have developed laws to govern and protect people	Reinforce

Category	Component	6	7	8
POLITICAL UNDERSTANDINGS (cont.)	Controls (cont.) Rules/Laws (cont.)	Knows and describes how laws and rules are enforced by people in positions of authority	Reinforce	Reinforce
		Describes how people who violate laws or rules may be punished or suffer consequences	Reinforce	Reinforce
			Knows historical changes in the develoment of laws e.g., Hammurabi, common law	Reinforce
	Leaders/ Authority	Understands that leaders are expected to see that the rules and norms of the group are followed	Reinforce	Reinforce
		Understands that authority includes both the right and power to enforce rules and laws and make decisions	Reinforce	Reinforce
		Understands that power involves the ability to do or accomplish something and may not involve the right to do it	Reinforce	Reinforce
		Describes the differences between authority and power in relation to leaders	Reinforce	Reinforce
		Knows that a leader who has both authority and power to act is a legitimate leader	Reinforce	Reinforce
		Describes various sources of authority e.g., custom, law, Constitution, religion	Reinforce	Explains and gives examples of various sources of authority

Category	Component	6	7	8
POLITICAL UNDERSTANDINGS (cont.)	Controls (cont.) Leaders/Authority (cont.)	Compares various ways leaders are chosen e.g., vote of people, vote of elected representatives, military power	Reinforce	Understands that in a democracy citizens must actively support the Constitution if law is to have more authority than individual leaders
			Understands that the ways groups choose leaders are based on the ideals and values of the group	Reinforce
			Understands that leaders are not always chosen directly by the members of the group or society	Reinforce
				Knows and explains how voters give authority directly to elected officials and indirectly to appointed officials
		Understands and explains how leaders are responsible to someone or group with authority over them	Reinforce	Reinforce
		Identifies ways leaders act in different situations e.g., times of danger vs. times of peace	Reinforce	Describes various styles of leadership
		Understands and describes benefits of having good leaders with authority to make decisions	Reinforce	Reinforce
		Describes characteristics of a good leader e.g., capable, responsible, willing to work	Develops criteria for selecting leaders for specific tasks	Reinforce

Category	Component	6	7	8
POLITICAL UNDERSTANDINGS (cont.)	Controls (cont.) Leaders/Authority (cont.)	Describes the ways leaders use authority e.g., conflict management, distribution of resources	Reinforce	Explains and gives examples of the ways leaders use authority
		Recognizes ways leaders can misuse their authority e.g., personal advantage, punish without reason	Reinforce	Reinforce
		Recognizes the historical authority of religious leaders in political and social concerns	Reinforce	Reinforce
			Understands that religious and governmental leaders may cooperate in or compete for political power	Reinforce
				Understands that throughout history the authority of religious leaders has decreased as the authority of secular political leaders increased
	Citizenship	Describes the concept of "citizenship" as related to loyalty, responsibility, rights, obligations, nationalism		Reinforce
				Understands loyalty as willing devotion to a principle or cause greater than the individual
		Knows that citizenship is a result of birthplace		Reinforce
		Describes citizenship by naturalization		Explains the process of naturalization

Category	Component	6	7	8
POLITICAL UNDERSTANDINGS (cont.)	Citizenship (cont.)	Explains and gives examples of "rights" of citizenship as those things that cannot be denied		Reinforce
		Knows that the rights of citizens are based on the beliefs, values, and customs of the society		Describes and gives examples of rights guaranteed by the U.S. Constitution e.g., freedom of speech and religion, private property, fair trial, bail, fair punishment, and presumption of innocence
		Identifies the rights of citizens in various societies throughout history		Describes the changes in the rights of the people from colonial to present time Understands and describes how civil and political rights are protected when society values their protection
		Knows that conflicting rights may cause conflict e.g., freedom to smoke vs. right to clean air		Recognizes and explains that in a democratic society there is a constant conflict between individual rights and society's need to restrict those rights
		Understands that in democratic societies decisions made on a majority rule basis must be responsive to the minority		Reinforce
		Understands and describes that citizens can act to influence their government to protect their rights either as individuals or in groups e.g., political parties		Compares ways citizens use political rights to gain political strength to influence governmental decisions and actions e.g., vote, initiative, referendum, lobby, political party

Category	Component	6	7	8
POLITICAL UNDERSTANDINGS (cont.)	Citizenship (cont.)	Knows that political rights of individuals vary at different times and in different political systems and governments		Understands and explains how political rights of U.S. citizens have varied at different times
		Knows that the political power of various citizens is determined by the value the society places on the individual		Knows that the political power of citizens is measured by their ability to make or influence governmental decisions
		Uses the term "responsibilities" to mean the duties and obligations of citizens to act in certain ways		Reinforce
		Understands that making informed, responsible choices is a major duty of citizens		Reinforce
		Understands and compares the roles of patriots in the development of nations e.g., Simon Boliver, San Martin, Bernard O'Higgins, Lenin		Understands and explains the role of patriots in the development of nations e.g., Washington, Hamilton, Patrick Henry
	Government	Understands that every known society has an authority structure (government) that is granted coercive power to enforce policies and laws and limit actions and decisions of individuals and groups	Reinforce	Reinforce
		Knows that governments exist to perform functions for the citizens e.g., education, transportation, defense	Describes ways that governments perform functions for the citizens	Reinforce
		Knows that in order to keep power governments must try to respond to the needs of the citizens	Reinforce	Understands that majority acceptance of a political system or government is necessary for its effectiveness and survival

Category	Component	6	7	8
POLITICAL UNDERSTANDINGS (cont.)	Government (cont.)	Knows that governments that do not meet the needs of large numbers of citizens may be forced to change or be overthrown e.g., Mexico, Canada, Brazil	Understands that governments that do not meet the needs of large numbers of citizens may be forced to change or be overthrown e.g., France, U.S.S.R., China, Japan	Explains how governments that do not meet the needs of large numbers of citizens may be changed or overthrown e.g., American Revolution, U. S. Constitution, or replace Articles of Confederation
		Explains how governments can use force (police power of the state) to back up its authority to make decisions and settle conflicts	Reinforce	Reinforce
		Knows that governments must pass and enforce laws and rules to resolve conflicts and make interaction easier among people and groups	Reinforce	Understands that governments must pass and enforce laws and rules that balance the interests of different groups for the benefit of the whole society
				Recognizes that during times of crisis there is an increase in centralized control by the federal government
		Understands that all governments must legislate and administer laws and have a court system	Reinforce	Reinforce
				Describes the structure and functions of each branch of government at the national and state level
				Explains the separation of powers and how the three branches act as checks and balances

Category	Component	6	7	8
POLITICAL UNDERSTANDINGS (cont.)	Government (cont.)			Recognizes that different types of governments can be determined by what the society believes to be the source of governmental power e.g., divine right of monarchs, allegiance of the people
		Describes and compares different political systems e.g., dictatorship, republic, monarchy, commonwealth	Describes and provides examples of various political systems e.g., dictatorship, republic, monarcy, commonwealth, theocracy	Compares and contrasts various political systems
		Knows that competing political systems within a country may lead to conflict	Reinforce	Understands and explains how competing systems within a country may lead to conflict
		Recognizes that the authority of a totalitarian government over the citizens is almost unlimited	Reinforce	Reinforce
			Recognizes that totalitarian societies believe that the rights of the state are more important than the citizens	Knows that totalitarian societies believe that individuals have no rights apart from or above the state
	Nation state	Understands that national boundaries are politically determined and recognized in treaties	Reinforce	Reinforce
		Describes and gives examples of boundaries that follow natural land features and those that do not	Reinforce	Reinforce

Category	Component	6	7	8
POLITICAL UNDERSTANDINGS (cont.)	Nation state (cont.)	Describes and gives examples of national boundary changes accomplished by both peaceful and violent means	Reinforce	Reinforce
		Understands that national identity is expressed in a country's art, music, language, architecture, folklore, literature, beliefs, clothing, customs, and institutions	Describes and compares nations on the basis of expressions of national identity e.g., art, music, language, architecture, folklore, literature, beliefs, customs, institutions	Reinforce
		Knows that the global location of a nation contributes to its importance in international affairs	Reinforce	Describes ways global location and/or available natural resources can give a nation advantages over other nations
		Knows the importance of economic and military strength in determining national prestige	Reinforce	Describes the relationship between the growth of national prestige of the U.S.A. and its growth in economic and military strength
		Knows that powerful nations exert influence on less powerful nations	Knows and explains how powerful nations extend political control by forming overseas empires	Reinforce
		Knows that interactions among nations are political decisions made by the governments of the nations	Reinforce	Reinforce
		Understands that nations often cooperate to achieve common economic, social, or political goals	Identifies ways that nations cooperate to achieve common economic, social, or political goals	Reinforce

Category	Component	6	7	8
POLITICAL UNDERSTANDINGS (cont.)	Nation state (cont.)	Knows that increased trade among nations increases national interdependence	Understands that industrialization, specialization, and trade lead to interdependence among nations	Understands and describes how industrialization, specialization, and trade lead to interdependence among nations
		Knows that cooperation is made easier among nations by a common heritage, language, and social institutions	Reinforce	Describes and gives examples of how cooperation among or between nations is facilitated by a common heritage and similar social institutions
		Knows that international conflict often occurs because of competition for natural resources or markets	Identifies international conflict related to competition for natural resources or markets	Reinforce
				Recognizes that nations sometimes restrict trade with other nations in order to achieve economic or political goals
			Recognizes that all governments influence the economic system of the nation	Knows that throughout history conflicts arise between a developing nation's interests and existing foreign economic and military interests
				Recognizes that the more powerful a nation becomes the more difficult it is to follow a policy of isolationism
				Understands and explains how nations can cooperate to prevent war and establish peace

SOCIAL STUDIES
Grades 6-8

Category	Component
7. ECONOMIC UNDERSTANDINGS	Concepts of economics
	Factors of production
	Goods/Services
	Specialization
	Industrialization
	Income
	Scarcity
	Choices
	Price
	Money
	Taxes
	Trade
	Economic systems
	Economics in history

Category	Component	6	7	8
ECONOMIC UNDERSTANDINGS	Concepts of economics			
	Factors of production	Uses the word "labor" to mean the work that people do to produce goods and services	Reinforce	Reinforce
		Recognizes and describes kinds of labor in industrialized and nonindustrialized areas of the Western Hemisphere	Recognizes and describes kinds of labor in various industrialized and nonindustrialized areas of Europe, Asia, and Africa	Describes changes in labor related to industrial development in the U.S.A. during the past 200 years
		Uses the term "land" to mean the place or places that buildings, factories, and equipment are located and used	Reinforce	Reinforce
		Uses the word "capital" to mean the money, buildings, machinery, and tools that workers use to produce goods and services	Reinforce	Uses the term "capital" to mean wealth, other than land, that is used to produce more wealth
		Knows that savings and investments can be used as capital	Reinforce	Describes ways savings and investments can become capital used in production e.g., financial institutions, stock market
		Knows and gives examples of the labor, land, and capital used to produce a product or service	Understands that the more wealth a country can devote to labor, land, and capital the more it is able to produce	Recognizes that an increase in production requires an increase in quantity or quality of labor, land, or capital
		Describes how the production of a region is related to the available capital, labor, land, and raw materials	Reinforce	Reinforce

Category	Component	6	7	8
ECONOMIC UNDERSTANDINGS (cont.)	Concepts of economics (cont.)			
	Goods/ Services	Knows the meaning of "goods" and gives examples	Reinforce	Reinforce
		Knows the meaning of "services" and gives examples	Reinforce	Reinforce
		Describes ways businesses are formed to provide goods and/or services and make a profit	Reinforce	Reinforce
	Specialization	Describes ways regions often specialize in production of goods and services best suited to the place	Describes how regions of the world that specialize are dependent on other places to supply their needs e.g., U.S. grain to industrialized Japan	Understands and explains how regional specialization is the basis of domestic and international trade
		Recognizes that increased specialization increases interdependence	Gives examples of the relationship between increased specialization and increased interdependence	Understands and explains the relationship between specialization, production, and interdependence
		Understands and describes mass production of goods	Understands and describes mass production in the Eastern Hemisphere e.g., industrial revolution	Understands and describes mass production in the U.S.A.
		Understands and describes division of labor as related to industrialization	Reinforce	Reinforce
		Describes advantages and disadvantages of mass production compared to individual craftsmen	Reinforce	Reinforce

Category	Component	6	7	8
ECONOMIC UNDERSTANDINGS (cont.)	Concepts of economics (cont.)			
	Industrialization	Uses the term "industry" to mean the manufacture or production of goods on a large scale	Reinforce	Reinforce
		Knows that industries need resources and markets as well as the means of production (land, labor, capital) to exist	Describes an industry by explaining its means of production (land, labor, capital), raw materials, resources, and markets	Reinforce
		Compares industrialialization levels of various countries	Reinforce	Explains and gives examples of the industrial development of the U.S.A.
	Income	Understands that income mainly comes from individual contributions to the production of goods and services	Reinforce	Reinforce
		Describes the relationships between types of employment and earnings		
	Scarcity	Knows that the wants and needs of individuals and groups are unlimited, and that natural and human resources are limited	Reinforce	Reinforce
		Uses the term "scarcity" to mean supply is inadequate to meet demand	Reinforce	Knows and gives examples of the problems created by scarcity of resources facing the U.S.A. e.g., oil

Category	Component	6	7	8
ECONOMIC UNDERSTANDINGS (cont.)	Concepts of economics (cont.)			
	Scarcity (cont.)	Identifies ways various societies meet the basic needs and wants of their people e.g., import/export of goods and services	Reinforce	Describes the imports and exports of the U.S.A. as related to meeting the needs of our society
	Choices	Describes how scarcity of resources forces individuals and groups to make decisions	Reinforce	Reinforce
		Knows and describes ways advertising affects buying choices	Understands and gives examples of how advertising and packaging affect buying choices	Knows sales promotion techniques e.g., loss leader, bait and switch
				Knows that governments have the power to tax and thereby affect economic choices
	Price	Uses the term "supply and demand" to mean the relationship between the amount of a resource or product available and the amount needed to satisfy all consumers	Reinforce	Reinforce
		Recognizes the relationship between price and supply and demand	Reinforce	Knows that many factors affect price e.g., supply, demand, taxes, advertising, packaging, transportation, monopoly, resource cost

Category	Component	6	7	8
ECONOMIC UNDERSTANDINGS (cont.)	Concepts of economics (cont.)			
	Money			Recognizes that money is something that is legally declared to have a fixed value for exchange of goods and services e.g., coins, currency, beads
		Understands that money represents wealth and may be spent or saved	Reinforce	Reinforce
		Describes how money helps facilitate buying and selling	Reinforce	Reinforce
		Knows that money in a savings account is loaned to the bank to be used by other people	Reinforce	Reinforce
	Taxes	Knows that governments provide services paid for by money collected through taxes	Reinforce	Understands that governments provide services paid for by money collected through taxation, fees, fines, and duties
		Describes various governmental activities and services	Reinforce	Describes activities and services performed by the federal and state governments
	Trade	Knows that international trade occurs because people of one nation need and want the products, services, or natural resources which other nations possess	Describes how people in different regions of the earth are better able to meet their needs and wants through trade	Knows and gives examples of the imports and exports of the U.S.A. and describes how this trade benefits both the importing and exporting country

Category	Component	6	7	8
ECONOMIC UNDERSTANDINGS (cont.)	Concepts of economics (cont.) Trade (cont.)	Knows and describes how specialization in production leads to international interdependence and trade	Reinforce	Describes how the increase in industrialization in the U.S.A. has resulted in the increase of international interdependence and trade
		Describes ways the need for natural resources fosters interaction and interdependence among regions of the earth	Knows and describes how industrial societies depend less on local resources than upon transportation to and trade with distant places	Reinforce
		Recognizes and gives examples of international conflicts that developed because of competition for resources and trade	Reinforce	Reinforce
				Recognizes that nations sometimes encourage or restrict trade with other nations in order to achieve economic or political goals e.g., oil embargo of 1973
	Economic systems	Knows that every society has an economic system to allocate resources and determine prices	Knows that all economic systems must answer the questions of what, how much, for whom, and at what price to produce goods and services	Knows that economic systems differ in the amount of governmental control e.g., free market, command Knows that the economic system of the U.S.A. is called a "modified market system" with limited governmental involvement

Category	Component	6	7	8
ECONOMIC UNDERSTANDINGS (cont.)	Economics in history	Describes pre-Columbus economics and trade of indigenous people in the Western Hemisphere	Describes early Eastern Hemisphere production and trade e.g., Medieval, tribal, early Asian	Describes production and trade of early American inhabitants
		Knows and describes ways nations controlled colonies for their own benefit e.g., restrictions on trade and manufacture, taxes	Recognizes and describes international competition for colonies and trade routes	Knows and describes the competition by various European countries for colonies, trade routes, and possession of land in North America
		Describes the results of too severe restrictions and taxes on colonies e.g., independence movements	Reinforce	Describes the responses of American colonists to British restrictions on trade and manufacture and taxes
		Understands and describes how the industrial revolution affected development of modern societies	Reinforce	Understands and describes the impact of the industrial revolution on the development of the U.S.A.
		Understands and describes how the agricultural revolution affected development of modern societies	Reinforce	Understands and describes the impact of the agricultural revolution on the development of the U.S.A.
				Recognizes some economic causes and effects of U.S. territorial expansion

SOCIAL STUDIES
Grades 6-8

Category	Component
8. SOCIAL UNDERSTANDINGS	Individual/Group
	Self/Others
	Interaction
	Norms/Roles
	Conflict
	Societies/Cultures
	Customs/Traditions
	Institutions
	Change
	Cultural diversity

Category	Component	6	7	8
SOCIAL UNDERSTANDINGS	Individual/ Group			
	Self/ Others	Knows that every person is worthy of respect and understanding	Reinforce	Reinforce
		Knows and describes ways individuals develop and grow at different rates	Reinforce	Reinforce
		Knows that people identify with and compare themselves to other people	Reinforce	Reinforce
	Interaction	Uses the word "group" to mean a number of people who work together on a shared goal	Reinforce	Reinforce
		Understands and explains ways people in various societies depend on other individuals and groups	Reinforce	Reinforce
	Norms/ Roles		Uses the term "role" to mean the actions or behavior expected from an individual because of his/her position in a group	Reinforce
			Knows that group roles are different in different societies e.g., democratic vs. autocratic leadership styles	Knows that people will have different roles throughout life e.g., child, student, worker, parent
		Knows that the term "norm" means behavior expected of group members	Reinforce	Reinforce

Category	Component	6	7	8
SOCIAL UNDERSTANDINGS (cont.)	Individual/ Group (cont.)			
	Norms/ Roles (cont.)	Knows that acceptance by a group is dependent on following group norms	Reinforce	Reinforce
		Knows ways groups enforce norms e.g., rewards, punishment	Reinforce	Knows and describes ways groups enforce norms e.g., penalties, rewards, shunning
	Conflicts	Knows that conflicts may result when a person belongs to many groups e.g., conflict of interest	Reinforce	Reinforce
		Knows that when people view a situation differently or have different goals, conflict may arise	Knows that conflict can arise as a result of differing attitudes, beliefs, values, and life styles	Reinforce
		Knows and gives examples of how competition among individuals and groups often leads to conflict	Reinforce	Reinforce
		Knows and describes various ways ro resolve conflicts	Reinforce	Knows and describes socially approved and disapproved means for resolving conflicts
	Societies/ Cultures			
	Customs/ Traditions	Uses the term "custom" to mean an accepted way of acting in a society e.g., bowing, shaking hands, clapping	Reinforce	Reinforce

Category	Component	6	7	8
SOCIAL UNDER-STANDINGS (cont.)	Societies/ Cultures (cont.)			
	Customs/ Traditions (cont.)	Describes customs of various societies in the Western Hemisphere	Describes customs of various societies in the Eastern Hemisphere	Reinforce
		Knows that the customs of a society are learned	Reinforce	Reinforce
		Knows that all societies have belief systems that help explain the world and that provide people with values to guide their behaviors e.g., religion, science	Reinforce	Knows that language, holidays, and beliefs are some of a society's cultural traits
		Uses the term "tradition" to mean a belief, idea, or particular way of doing something passed from parents to children generally by word of mouth e.g., family celebrations	Reinforce	Reinforce
		Knows that all societies have holidays, feasts, and festivals that help perpetuate and celebrate traditions, beliefs, values, and customs	Reinforce	Knows that customs and traditions tend to give stability to societies
	Institutions	Knows and describes organizations and institutions developed to solve problems and provide for needs e.g., education, health, government	Reinforce	Reinforce

Category	Component	6	7	8
SOCIAL UNDERSTANDINGS (cont.)	Societies/ Cultures (cont.)			
	Institutions (cont.)	Knows that the learning of a society's customs is called "socialization"	Knows that institutions of a society help the socialization of new members e.g., family, education, religion	Describes socialization as the process by which people learn socially approved ways of living
		Knows that the family has taken a variety of forms throughout history e.g., extended, nuclear	Reinforce	Reinforce
			Knows that societies often classify people into social classes usually with special privileges or restrictions	Knows that social class in the United States is generally based on occupation, education, income, and family background
				Knows that the United States has an "open class" system in which individuals may move from one class to another
	Change	Knows and describes how societies have changed as a result of encounters with different societies and civilizations	Reinforce	Knows and explains how cultural borrowing is a major source of social change
				Describes ways that changes in people's ideas and technologies have changed ways of living and using the environment
		Knows that societies must adapt and change in order to survive over time	Reinforce	Reinforce

Category	Component	6	7	8
SOCIAL UNDER-STANDINGS (cont.)	Societies/ Cultures (cont.)			
	Change (cont.)	Knows that people moving into new places tend to bring their former ways of living with them	Knows that when two or more cultures come into contact, some change usually takes place in each culture	Reinforce
		Knows that the exchange of ideas and beliefs is often facilitated by international trade of goods and resources	Knows that a major source of social change is cultural borrowing	Knows and gives examples of cultural borrowing evident in present-day U.S.A.
	Cultural diversity	Knows that each person is a member of an ethnic group based on race, religion, language, and cultural traits	Reinforce	Reinforce
		Knows that differences among cultures are learned patterns of social behavior rather than genetically inherited attributes e.g., language, beliefs, values, government	Reinforce	Reinforce
		Describes ways European colonies brought changes to the Western Hemisphere e.g., government, religion, technology, language	Identifies major contributions of racial and cultural groups to Western civilization e.g., Arabic numbers, Roman government, Greek philosophy, religion	Understands and explains how many people of different nations and races have contributed to the culture of the U.S.A.
		Describes ways individuals from various nations, races, or ethnic groups have contributed to improving society and ways of living	Reinforce	Describes ways individual minority or ethnic group members have contributed to improved life in the U.S.A. or elsewhere

Category	Component	6	7	8
SOCIAL UNDERSTANDINGS (cont.)	Cultural diversity (cont.)	Knows and explains that the development of civilization involved combining of cultures and traditions of many national, racial, and ethnic groups	Reinforce	Reinforce
		Knows that members of minority groups may have difficulty interacting with the common cultures e.g., language barriers, racism, religion	Knows that discrimination has prevented some minorities from having equal opportunities to achieve upward social mobility	Reinforce
				Knows that conflict may arise between majority and minority groups when there are apparent differences in customs, values, and beliefs
			Knows that members of a subcultural group gain a positive identity by adopting the values of the common culture or by asserting those values of their own subculture	Reinforce
		Describes ways a society with many ethnic and minority groups can result in a rich environment	Reinforce	Understands and explains the benefits of cultural and ethnic pluralism in the U.S.A.

SOCIAL STUDIES
Grades 6-8

Category	Component
9. ENVIRONMENTAL UNDERSTANDINGS	Physical geography
	Physical features
	Climate
	Regions
	Resources
	Land use
	Change
	Settlement
	Transportation/Communication
	Ecological concerns
	Conservation
	Pollution

Category	Component	6	7	8
ENVIRONMENTAL UNDERSTANDINGS	Physical geography	Also, see: GEOGRAPHIC METHODS, Terms		
	Physical features	Knows terms: archipelago, continental shelf, flood plain, isthmus, sand dune inlet, lagoon	Knows terms: delta, island chain, oasis, sandbar, tundra, watershed glacier, ground water, wadi	
		Correctly uses terms: atoll, cape, drainage basin, gap, levee, mesa, prairie, reef geyser, millpond, riverbed, river mouth, river source, tide pool	Correctly uses terms: archipelago, continental shelf, flood plain, isthmus, sand dune inlet, lagoon	Correctly uses terms: delta, island chain, oasis, sandbar, tundra, watershed glacier, ground water, wadi
		Explains terms: canyon, gully, highland, lowland, mountain range, peninsula, plateau, swamp channel, current, gulf, revervoir, spring, strait	Explains terms: atoll, cape, drainage basin, gap, levee, mesa, prairie, reef, geyser, millpond, riverbed, river mouth, river source, tide pool	Explains terms: archipelago, continental shelf, flood plain, isthmus, sand dune inlet, lagoon
		Explains how people of various cultures adjust to living in various physical environments	Reinforce	Explains and gives examples of human adaptations to the various physical environments of the U.S.A.
		Understands and explains difficulties caused by physical geographic barriers e.g., economic, political, social, cultural	Reinforce	Reinforce
	Climate	Explains seasonal changes in both Northern and Southern Hemispheres	Reinforce	Reinforce
		Uses words associated with weather e.g., precipitation, humidity, barometric pressure	Reinforce	Reinforce

Category	Component	6	7	8
ENVIRONMENTAL UNDERSTANDINGS (cont.)	Physical geography (cont.)			
	Climate (cont.)	Uses the term "weather" to mean the condition of the atmosphere during a brief period of time e.g., skiing, swimming	Reinforce	Reinforce
		Describes weather-related activities and adaptations	Reinforce	Reinforce
		Uses the term "climate" to mean the average weather in an area over a long period of time (years)	Reinforce	Reinforce
		Correctly describes and identifies climatic regions e.g., tropical, semiarid, Mediterranean, humid, subtropical, marine, continental, arctic, and subarctic	Reinforce	Correctly identifies and describes the climatic regions of the U.S.A.
		Knows and describes the relationship between climate and latitude	Explains why climates differ e.g., latitude, land and water temperature, surface of the land	Reinforce
		Explains the effects of climate on the ways people live in the Western Hemisphere e.g., clothing, food, housing, transportation, animal and plant life	Explains the effects of climate on ways people live in the Eastern Hemisphere e.g., clothing, food, housing, transportation, animal and plant life	Explains the effects of climatic differences in the U.S.A. e.g., clothing, food, work, housing, transportation, recreation, animal and plant life

Category	Component	6	7	8
ENVIRONMENTAL UNDERSTANDINGS (cont.)	Physical geography (cont.)			
	Regions	Understands and explains how the earth can be divided into regions which have at least one common characteristic e.g., natural, cultural, economic, political	Describes examples of regions of the earth based on at least one common characteristic e.g., natural, cultural, economic, political, religious	Describes examples of regions of the U.S.A. based on one or more common characteristics e.g., climate, cultural, physical, geographic, work, products, soil, political
	Resources	Understands that natural resources are things found in nature for which people have found uses	Knows that elements in nature become natural resources only when people can find ways to use them	Knows that the use of resources depends on the values, technology, and economic system of the society
		Describes resource utilization in various Western Hemisphere countries	Describes resource utilization in various Eastern Hemisphere countries	Describes resource use in the U.S.A.
		Describes and gives examples of renewable and nonrenewable natural resources	Knows that the world's supply of natural resources is limited	Reinforce
			Knows that natural resources are not evenly distributed across the earth	Explains how the need for natural resources increases international interdependence
	Land use			
	Change	Describes how new ideas and technology change the ways land is used	Reinforce	Reinforce
		Understands and describes how people shape and adapt their environment to meet societal and individual needs	Reinforce	Reinforce

Category	Component	6	7	8
ENVIRONMENTAL UNDERSTANDINGS (cont.)	Land use (cont.)			
	Change (cont.)	Recognizes that land use depends on the attitudes, values, economics, technology, and culture of the society	Reinforce	Describes changes in land use in the U.S.A. caused by changes in attitudes, values, and technology of its people
	Settlement	Identifies and describes recognizable patterns of land use in cities e.g., residential, industrial, central business district	Reinforce	Reinforce
		Describes and gives examples of the starting and growing of cities as centers that serve the needs of people in the surrounding areas	Reinforce	Reinforce
		Knows and describes ways an urban place and its surrounding region are interrelated	Reinforce	Understands that urban places tend to be centers of political, educational, industrial, economic, and cultural activities
		Describes the relationship between changes in technology and changes in urban and rural life	Reinforce	Reinforce
		Describes and gives examples of the movement of population from rural to urban areas	Reinforce	Understands and describes how the U.S.A. has changed from a rural society to an urban society
		Understands and describes the relationship between the size of urban centers and the number of functions and opportunities	Reinforce	Reinforce

Category	Component	6	7	8
ENVIRONMENTAL UNDERSTANDINGS (cont.)	Land use (cont.)			
	Settlement (cont.)	Knows and describes how the physical features of a place influence settlement patterns	Reinforce	Describes how physical geographical features, resources, and climate influence the rate of development of regions of the U.S.A.
		Knows that overpopulation of a region occurs when the number of people exceeds the region's capacity to support them	Reinforce	Recognizes and gives an example of the development of a megalopolis in the U.S.A.
	Transportation/ Communication	Understands and describes the relationship between physical geography and the development of transportation routes	Reinforce	Understands and explains how the physical geography of the U.S.A. is related to the present transportation routes
		Describes the relationship between technological developments and transportation systems	Reinforce	Understands and explains the relationship between the historical development of industry and technology and transportation
		Describes the benefits of worldwide transportation systems to developing and industrialized countries	Understands that because of improvements in transportation, people no longer depend on nearby resources to meet needs	Reinforce
		Describes the development of international communication systems and their influences on trade, culture, economics, industry, etc.	Reinforce	Describes the ways improvements in communication and transportation helped the expansion and unifying of the U.S.A.
		Understands and explains the importance of transportation and communication to modern technical societies	Reinforce	Reinforce

Category	Component	6	7	8
ENVIRONMENTAL UNDERSTANDINGS (cont.)	Ecological concerns (cont.)			
	Conservation	Distinguishes between the position of the conservationist and the preservationist regarding resource use	Reinforce	Reinforce
		Understands the delicate balance in nature that can be upset by humans with harmful results	Reinforce	Reinforce
		Understands and explains how the long-term satisfaction of human needs depends on conservation of resources	Understands and explains that the world is a closed environmental system and that future availability of resources is a world problem	Reinforce
	Pollution	Uses the word "pollution" to mean substances added to an environment in a quantity harmful to organisms or aesthetics	Reinforce	Reinforce
		Identifies various sources and effects of pollution	Reinforce	Reinforce
		Describes the relationship between population growth and pollution	Reinforce	Reinforce
		Identifies and describes efforts to reduce pollution	Reinforce	Identifies and describes the work of government agencies charged with pollution control
		Knows that the problems of pollution are worldwide	Reinforce	Identifies and explains the relationships among pollution industrialization, technology